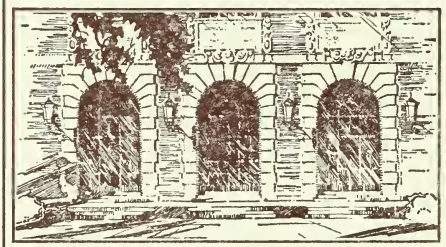


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FOURTH ANNUAL REPORT

ANNUAL REPORT

62.4
556
170/71

John
OF THE

Clarke Institution for Deaf-Mutes,

This volume is bound without _____
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BOSTON:
WRIGHT & POTTER, PRINTERS, No. 79 MILK STREET,
(CORNER OF FEDERAL STREET).
1871.

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CLARKE INSTITUTION FOR DEAF-MUTES,

AT NORTHAMPTON.

Members of the Corporation.

GARDINER G. HUBBARD, Boston, *President*.
 HIS EXCELLENCY WILLIAM CLAFLIN, Newton, *Vice-President*.
 JAMES B. CONGDON, New Bedford, *Vice-President*.
 WILLIAM ALLEN, Northampton, *Clerk*.
 OSMYN BAKER, Northampton.
 LEWIS J. DUDLEY, Northampton.
 THOMAS TALBOT, Billerica.
 JULIUS H. SEELYE, Amherst.
 GEORGE WALKER, Springfield.
 HORATIO G. KNIGHT, Easthampton.
 F. B. SANBORN, Springfield.
 J. HUNTINGTON LYMAN, Northampton.

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, <i>Chairman</i> .	JULIUS H. SEELYE.
GARDINER G. HUBBARD.	F. B. SANBORN.
WILLIAM ALLEN.	THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, <i>Chairman</i> .	WILLIAM ALLEN.
	GEORGE WALKER.

BUILDING COMMITTEE.

J. HUNTINGTON LYMAN, *Chairman*.

Teachers.

Miss HARRIET B. ROGERS,	. . . . .	<i>Principal.</i>
Miss HARRIET A. JONES,	. . . . .	<i>Assistant.</i>
Miss CAROLINE A. YALE,	. . . . .	"
Miss ABBY A. LOCKE,	. . . . .	"
Miss MARY E. POTWIN,	. . . . .	"

Steward.

HENRY J. BARDWELL.

Matron.

Miss HARRIET GUARDENIER.

Assistant-Matron.

Mrs. H. J. BARDWELL.

Attendants.

Miss JULIA M. SPALDING.

Miss LIZZIE ELDER.

5027
C556
1870/71-1871/72

REPORT OF THE PRESIDENT.

HON. JOSEPH WHITE, *Secretary of the Board of Education.*

DEAR SIR:—The Fourth Annual Report of the Clarke Institution for Deaf-Mutes, for the year ending February 4, 1871, is submitted herewith.

The whole number of pupils connected with the school during the past year has been forty-nine. The present number, including five day scholars, is forty. Of these ten were born deaf, fourteen either lost their hearing before learning to speak, or their speech after becoming deaf, and have little or no advantage over those born deaf, and sixteen were semi-mutes or semi-deaf. Twenty-nine are from Massachusetts, and of these twenty-seven receive aid from the State. The remaining eleven are from five other States. Further statements in regard to the pupils are given in the annexed table.

The decease of our friend and benefactor, John Clarke, and the munificent bequest made by him to the Institution were noticed in the last report. Since then, a large part of the main bequest, equal in value to \$200,000 in gold when fully paid, has been received from the executors of his estate, and they state that a further sum will undoubtedly be paid to the Institution as residuary legatee. The sum lately received is reserved as a permanent fund and endowment, and this, with the annual appropriation from the State, will be sufficient to place the Institution upon a sure foundation, so far as money is concerned. Whether the use made of the means at our disposal shall promote the interest of those for whom it was intended, in the highest degree will depend upon the corporators.

Prior to the incorporation of this Institution, efforts had been made in this country to teach the deaf by articulation, but they

had mostly failed, and at the time this method of instruction was adopted by the Clarke Institution, articulation was not taught at any large school in America. Now four or five schools are teaching solely by articulation, and there is hardly an institution where pupils are not taught to articulate. The result at Northampton has been as favorable as was expected, and each year the method becomes less of an experiment.

At the commencement of the year, the trustees began to look for premises suitable for the school, and after examining many localities, purchased two estates on Round Hill for \$31,410, and took possession in June and July. The premises contain nearly twelve acres and are divided into two nearly equal portions by a street. They are beautifully located on the top of the hill, overlooking the valley of the Connecticut, with Mounts Tom and Holyoke to the south, and Amherst and Hadley to the east; Northampton lies directly below, and the Greenfield Hills are on the north side,—a rare panorama. Two dwelling-houses standing on the estates, one formerly used for a boarding school, have been enlarged, altered and repaired, and one of them is now a hall or dormitory for girls. A new building is in process of construction on the opposite side of the street, intended as a dormitory for boys. The third building is used as a school-house, and all persons connected with the Institution will take their meals in the girls' hall. This building is of brick and stone, with three stories and a basement. In the latter are the kitchen and dining-room; on the ground floor, the girls' play-room and parlor, a public reception room, a teachers' sitting-room, and a few bed-rooms; in the second and third stories there are twenty-one bed-rooms, a bath-room and hospital. A few of the rooms have two beds, but never more. The furniture consists of a bed, chairs, dressing-table, glass, wash-stand and a large closet with drawers and hooks. The boys' dormitory will be finished in the spring. It is built of brick and is 33 by 44 feet, with three stories, and a French roof, and two wings, each 18 by 53 feet. The boys' parlor and play-room, public parlor and teachers' sitting-room, hospital, guest chamber and steward's office will be on the first floor. In the second and third stories there will be bath-rooms, and twenty single and five double rooms. The furniture will be the same as in the girls' hall. The other building is a large and well-constructed wooden house, and has on the first floor, an office, five large school-rooms, and a reception

room, to be used, if required, as a recitation room. The second story is intended for use as a hall, but is now used as a dormitory for the boys. The school-rooms are all large, high and well ventilated, furnished with blackboards and in every respect well adapted for the use to which they are put.

The alterations were not completed until October, and the opening of the school-year was delayed two weeks in consequence. The winter vacation will be shortened this year two weeks to make up for the loss of time.

The number of our pupils will depend considerably on the length of the course and the size of the entering classes. The classes must always be small when the teaching is by articulation,—each pupil requiring special instruction. When a large number is brought together, it is difficult to prevent the use of signs. The desire of the corporation is to have a family school, where every scholar shall feel the personal influence and example of the teacher, as well in the family as in the school. It is only through such influences that the moral and intellectual faculties can be developed. The ideal of this Institution cannot be attained if this home influence should ever cease.

Two members of the Board have practical acquaintance with the deaf, in their own families. The daughter of the President lost her hearing the winter of 1862, when four years of age. For many months her articulation was very feeble and indistinct, but it gradually improved as she regained her strength. She has been the object of constant care and watchfulness and has received instruction from a most excellent and devoted friend and governess. She now speaks as rapidly as other children, is readily understood by her family and friends, and with some difficulty by strangers. She went to Germany last May, and for several weeks attended an ordinary day school, receiving a few lessons in articulation from a teacher in the deaf school at Hildesheim near Hanover, who did not understand a word of English. She now reads and writes German, and converses in that language with her playmates and associates, and there is no doubt that she will soon speak it as well as English.

The President visited several of the European schools last autumn, but as it was vacation at most of them, he was unable to gain so much information as he desired. He saw three schools at Vienna, the Royal and the Jews' Institutions, both aided if not

entirely supported by Government; and the private school of Mr. Siegbach. Articulation is the sole method of instruction in the last two, and the principal one in the Royal Institution. The Jews' Institution has been in operation about twenty-five years, the whole time under the charge of Mr. Deutsch, the present principal. The building and grounds occupy an entire square in the Jews' quarter, and afford good accommodations for about one hundred pupils. Mr. Deutsch retains all the enthusiasm of his youth and is aided by a corps of excellent teachers. The children enter younger than in most of our schools, and remain for six years. The attainments of the few scholars who were present when the school was visited compared favorably with those of the class at Northampton, which has been the same length of time under instruction. Mr. Siegbach had but six pupils, who received the constant care of both Mr. and Mrs. Siegbach,—only three of his scholars were seen, but their articulation was excellent and their general knowledge remarkable for the few months they had been under instruction. The voices of all the pupils at these two schools were pleasant, and had less of the peculiar unmodulated tone than most of ours have.

The school at Hildesheim, near Hanover, is under the care of older men than those in Vienna. Articulation is the method of instruction, but there was little of interest in the school and it was inferior to many in this country. Herr Hildebrand, of the school at Dresden, says that the result of the German system is not wholly satisfactory in most schools, because the teachers have too many scholars and cannot give the requisite attention to each. Most teachers have classes of sixteen, and though they can give them instruction together, they cannot spend sufficient time upon their articulation. He says further that, to insure success in an articulating school, it should be kept small and have a sufficient number of teachers to give personal instruction to each pupil.

The Jews' Home and School for the Deaf in London was founded by the Baroness Rothschild in 1867, and is the only school in Great Britain where articulation is taught as it should be. It was originally intended for Jews only, but others are now admitted. Mr. Van Praag, the sole teacher, was educated by Dr. Hirsch, of Rotterdam. He believes that the deaf should associate as much as possible with those who hear, and therefore has only day scholars. Children from a distance board in families of their own position in life and religious persuasion, and the pupils pre-

pare their lessons at their own homes, and it is particularly requested that their parents or guardians assist the children in their studies. The course of instruction commences with children six years of age and continues eight years. Mr. Van Praag says that Dr. Hirsch's experience, after a lifetime spent in the instruction of the deaf, is, that ninety-nine out of every hundred may be taught to speak; illustrating what a deaf-mute once said to him, "Nature made me deaf, but man kept me dumb." Except in case of malformation of the vocal organs, deaf and dumb people do not exist, and mutism is the result solely of deafness. The London school is small but appeared flourishing; the children read with ease from Mr. Van Praag's lips, though he wore a mustache and heavy beard, and understood the questions of a stranger without difficulty. It is regarded by the other schools as an experiment, but its success is assured, if the means necessary for its support are provided.

Teaching by articulation is at present more difficult than by signs; greater enthusiasm is required, and long continued and constant care, combined with unremitted attention. If these are wanting, the system will fail, but this is the only method which will make the language of home the mother tongue of the deaf; without it they must ever remain as foreigners even among their own kindred. Believing this, the managers of the Clarke Institution are glad to notice the rapidity with which this method is extending in the United States; and, in view of the great importance of beginning the instruction of the deaf child at an early age, it is no less satisfactory to see the practice of opening day schools for deaf-mutes in our large cities. In our last report, reference was made to the Boston School, opened under the supervision of the School Committee of that city, and now flourishing with an increased number of pupils and teachers at its rooms in Pemberton Square. When first opened, in November, 1869, there were but seventeen pupils; thirty-three have since entered, and twelve have been discharged, leaving the present number thirty-eight, of whom thirty are residents of Boston, and eight of the neighboring cities and towns. Of the fifty pupils who have been in the school, about a third part had been under instruction elsewhere, but the younger children are nearly all taking their first lessons in this school. Some complaint is made of the irregular attendance of some of the pupils, but the general progress of the school is satis-

factory. Miss Sarah Fuller is the principal, aided by three assistant teachers.

The day school in Pittsburg, Penn., which opened a little earlier than the Boston school, uses the sign language, while articulation is the method in use at Boston, and also in a small day school in Chicago, containing eight pupils, and taught by Mr. D. Greenberger, a former teacher in Mr. Deutsch's school at Vienna, already described. The school at Pittsburg began in September, 1869, with fifteen pupils, and now has thirty-two, who, it is reported, are making good progress. Mr. Greenberger's pupils, at Chicago, are five of them under eight years old, two are eight, and one is nine; they also are learning rapidly. All these schools are under the charge of the local boards of education, but the State appropriates money for the pupils of the Boston school,—\$100 for residents of Boston, and \$150 for non-residents.

Previous to the opening of the Clarke Institution, the number of Massachusetts deaf-mute children constantly under instruction was about one hundred and ten, nearly all of them being at Hartford; at present (January, 1871), the number at Hartford is one hundred and three, at Northampton twenty-nine, at Boston, thirty-eight; in all, one hundred and seventy Massachusetts children receiving instruction. This is an increase of above one-half since 1866, and it is believed that no other State has so large a proportion of this class of children at school as Massachusetts has. The number of new pupils admitted at Hartford in 1870, from this State, was nine; at Northampton, seven; at Boston, about sixteen; in all some thirty new pupils, which is probably about the number to be yearly expected.

There is every warrant for saying that the condition of the school at our Institution was never better than at present. We have never had so good a corps of teachers, on the whole, and the progress made by the pupils entering last October is greater than that of any former class of beginners. The new buildings are well arranged for comfort and convenience, and will be still more ample when the boys' hall shall be opened in March. They are designed for fifty resident pupils, and the school can also receive as many day pupils. But it is not the purpose of the Corporation to allow the number of resident pupils to exceed fifty. The cost of our land, buildings and furniture will be between \$90,000 and \$100,000. The financial statement annexed will

show the school expenses for the year; they are but little greater than those of last year, in proportion to the whole number of pupils, and we have every reason to expect they will next year be less.

The interesting report of the Principal will show in detail the condition of the classes. It is gratifying to be able to report that the distrust and prejudice with which the older deaf-mute institutions in the country were at first inclined to treat our Institution, have passed away, and that its Principal is now invited to the conventions of the officers of such establishments. Such a convention was held at Indianapolis, in August last. The President and Principal were unable to attend, but the Institution was ably represented by Mr. Dudley, chairman of the School Committee. The proceedings are to be published and will be of great interest to the friends of deaf-mute education.

Our thanks are due to Drs. Fisk and De Wolf for professional services; to the Connecticut River and Boston and Albany Railroads, for carrying members of the Institution at reduced fares; to Messrs. Trumbull and Gere for the "Hampshire Gazette," and to the American Tract Society for copies of "The Child at Home;" also to Messrs. Marsh, Lawrence, Slate, Knowlton and Hamlin, for goods sold at a discount.

For the Corporation,

GARDINER G. HUBBARD,

President.

NORTHAMPTON, Feb. 4, 1871.

FINANCIAL STATEMENT OF THE CLARKE INSTITUTION, 1870-71.

I. SCHOOL RECEIPTS AND EXPENSES.

The receipts for the year ending Feb. 4, 1871, were,—

Cash on hand Feb. 2, 1870,	\$6,603 84
Received from the fund and interest,	2,403 57
from the State of Massachusetts,	6,638 16
from pupils,	4,889 25
from other sources,	35 25
Total receipts,	\$20,570 07

The expenditures were,—

For liabilities of 1869-70,	\$452 78
furniture and fixtures,	500 00
fuel and lights,	1,133 84
rent,	929 16
salaries and wages,	4,654 01
board and provisions,	5,525 08
incidentals,	650 00
Total school expenditures,	\$13,844 87

The estimated liabilities for 1870-71 are,— \$484 56

Being, for salaries and wages,	\$229 56
for provisions,	155 00
for fuel and lights,	100 00

The expenses properly belonging to 1870-71 are, therefore, . . . \$13,876 65

The cash balance of the school account was,	\$6,725 20
Of which has been transferred to estate account,	4,715 08

Balance on hand, \$2,010 56

Balance above liabilities, \$1,525 56

Names, Residences, &c., of Pupils in the Clarke Institution for Deaf-Mutes, December 31, 1870.

NAMES.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of entering Institution.	Age at time of Admission.	Cause of Deafness.
Allen, James D., *	Montague, .	-	Sept., 1869,	11 yrs. 11 mos.,	Scarlet fever at 6 years 5 months.
Andrews, Mary E., *	Salem, .	-	Sept., 1870,	11 years, .	Congenital.
Bowers, Frank E., *	East Longmeadow, .	-	Oct., 1867,	9 yrs. 2 mos.,	Unknown; before 2 yrs. partially deaf
Bryant, Harriet L., *	Greenfield, .	Public school, .	Sept., 1870,	15 yrs. 9 mos.,	Scrofula at about 2 yrs.; partially deaf
Burbank, James P., *	Salem, .	1 year before he became deaf, .	Sept., 1869,	9 yrs. 4 mos.,	Scarlet fever at 6 years 8 months.
Dudley, E. Theresa Bates,	Northampton, .	{ 6 months private teacher and 2 years at Hartford, .	Oct., 1867,	13 yrs. 6 mos.,	Congenital.
Ellsworth, Allie, *	Wilbraham, .	-	Oct., 1867,	7 yrs. 3 mos.,	Unknown; at 2 years.
French, John Y., *	Charlestown, .	-	Oct., 1867,	5 yrs. 2 mos.,	Unknown; partially deaf at 2 years.
Haines, Joel Lupton,	Baltimore, Md.,	-	Sept., 1868,	7 yrs. 6 mos.,	Scarlet fever at 3 years.
Houghton, Alice L., *	Worcester, .	Public school, .	Sept., 1868,	14 years, .	Partially deaf from birth.
Howes, Bertha, *	East Dennis, .	-	Oct., 1867,	5 yrs. 5 mos.,	Congenital.
Jaggat, Edwin B., *	Southbridge, .	-	Sept., 1868,	5 years, .	Meningitis at 3 years 10 months.
Jordan, Harry, *	Newton, .	1 year at Chelmsford, .	Oct., 1867,	9 years, .	Congenital.
Keith, Arthur, *	Palmer, .	1 year at Chelmsford, .	Oct., 1867,	7 yrs. 9 mos.,	Unknown; at 2 years.
Keogh, Michael J., *	Assabet, .	-	Nov., 1867,	9 yrs. 6 mos.,	Scarlet fever at 5½ years.
Kirwin, Alfred R., *	South Boston, .	-	Sept., 1868,	7 yrs. 7 mos.,	Measles, at 1 year.
Langdon, Willie S., *	South Wilbraham, .	1 year at Chelmsford, .	Oct., 1867,	8 yrs. 11 mos.,	Scarlet fever at 5½ years.
Lewis, Ormand Eugene, .	Cleveland, Ohio,	-	Sept., 1870,	8 yrs. 6 mos.,	Inflammation of brain at 20 months.
Mason, Edgar T., *	Fall River, .	-	Sept., 1868,	13 yrs. 10 mos.,	Partially deaf from infancy.
Merchant, Helena, *	Deerfield, .	-	Dec., 1870,	7 years, .	Congenital; partially deaf.
Minor, Kittie E., .	Northampton, .	-	Sept., 1869,	5 yrs. 11 mos.,	Brain disease at 2 years.
Mitchell, Elizabeth,	Columbus, Ohio,	-	Sept., 1869,	5 years, .	Congestion of the brain at 2 years.

Morse, Etta M.,*	West Brookfield,	-	Sept., 1869,	17 yrs. 6 mos.,	Congenital.
Morse, Walter F.,*	South Dedham,	1 year at Chelmsford,	Sept., 1868,	10 years,	Congenital.
Munger, Willie D.,	Bridgeport, Conn.,	-	Sept., 1868,	7 yrs. 9 mos.,	Abscesses in the head before 2 years.
McNeil, John,*	Boston,	-	Sept., 1868,	8 yrs. 5 mos.,	Typhoid fever at 4 years.
Nevers, Harry W.,	Bridgeport, Conn.,	-	Sept., 1868,	11 yrs. 1 month,	Scrofula at 20 months.
Nichols, Marietta C.,*	Arlington,	3 years at Hartford Asylum,	Sept., 1868,	19 yrs. 10 mos.,	Fall at 1 year 6 months.
Perley, Lynan,*	Ipswich,	-	Sept., 1869,	7 yrs. 2 mos.,	Scarlet fever between 1 and 2 years.
Porter, Isabel E.,*	Wrentham,	4 months at Chelmsford,	Oct., 1867,	8 yrs. 9 mos.,	Scarlet fever at 3 years 2 months.
Redden, Laura C.,	New York City,	-	Oct., 1870,	-	-
Roby, Fanny,*	East Boston,	-	Sept., 1870,	7 yrs. 11 mos.,	Severe cold at 15 mos.; partially deaf.
Russell, Emma Mary,	Hallowell, Maine,	-	Sept., 1870,	7 yrs. 2 mos.,	Measles at 1 year.
Sawyer, George C.,	Charleston, S. C.,	-	Oct., 1867,	7 yrs. 1 month,	Measles at 1 year.
Titcomb, Hubert S.,*	Newburyport,	Public school before he became deaf,	Sept., 1870,	11 yrs. 9 mos.,	Scarlet fever at 9 years 4 months.
Towle, Lewella,*	East Boston,	-	Oct., 1867,	7 yrs. 8 mos.,	Humor; 1 year 4 months.
Ward, Harry K.,	West Haven, Conn.,	-	Oct., 1867,	7 yrs. 2 mos.,	Congenital.
Ward, Josephine,	West Haven, Conn.,	-	Jan., 1868,	5 yrs. 1 month,	Congenital.
Ware, Josephine M.,*	Worcester,	Public school before she became deaf,	Sept., 1869,	13 yrs. 2 mos.,	Meningitis at 11 years.
Whittier, Mary Emma,	Bangor, Me.,	-	Oct., 1867,	9 yrs. 10 mos.,	Congenital.
Whole number of Boys,		22;	Girls,	18;	Total,
					40

* Received State aid, 27.

REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution.

GENTLEMEN :—The time having arrived for a yearly report of the school, the following is submitted for the year ending December 31st, 1870. During this time there have been forty-nine different pupils. The greatest number at any one time has been forty-one, the average number thirty-nine, while the present number is forty. At the close of the school-year in July, nine pupils left. Two of these will attend school no longer, three attend the Boston School for Deaf-Mutes which opened during the last school-year, three receive private instruction, and one is attending school with hearing children. There are now in the school five classes, five teachers, and fifty distinct exercises during the day. Since the opening of the school-year in September last, eight new pupils have been admitted to the school.

The following is the list of new pupils, with a statement of their degree of deafness :—

Miss LAURA C. REDDEN, of New York, who lost hearing at ten years of age from brain fever, and entered here only to learn to read the lips and to gain a better control of the voice. After becoming deaf she was not encouraged to continue to speak either at home or in the Missouri Institution which she attended for two or three years. So great did her disinclination to speak become that, except with a few intimate friends, she communicated wholly by writing. On going abroad in 1861 she found speech would so much facilitate her communication with others that she persevered in its use, but had much difficulty in making herself understood. After two months' instruction here her friends were very much surprised at the control of voice she had gained, and the consequent improvement in her speech. She is

no longer obliged to resort to writing in communicating with others. Her progress in lip reading has been fair.

HUBERT S. TITCOMB, Newburyport (eleven years nine months old), deaf at nine years.

HARRIET L. BRYANT, Greenfield (fifteen years nine months old), partially deaf at two years. These two joined the "First Special Class."

O. EUGENE LEWIS, Cleveland, O. (eight years old), lost hearing at one year and eight months.

MARY E. ANDREWS, Salem (eleven years old), congenitally deaf.

EMMA M. RUSSELL, Hallowell, Me. (seven years old), deaf at one year.

FANNY ROBY, East Boston (eight years old), deaf at fifteen months.

HELENA MERCHANT, Deerfield (seven years old), born deaf.

The last two are partially deaf and spoke a few words when they entered school, but none of the five last mentioned had received any instruction. These form one class. After six weeks' instruction Eugene, Mary and Emma could give the power of all the letters of the alphabet except "j," and could read from the lips and write them all. Fanny could not then give "b," "d," "g," "k," but a week later acquired the "k," and Eugene, Mary and Fanny could then read from the lips, write and speak eleven words, and could read from the lips and illustrate twenty sentences, while Emma knew six words and sentences. Helena had not then entered school, but now (December 31st), after four weeks' instruction, she reads from the lips and writes nearly all the alphabet and three or four words, giving nearly all the elementary sounds, and understands also several spoken or written sentences. Most of the others read from the lips, articulate and write fifty words, and read from the lips or the blackboard and illustrate a larger number of sentences composed of these words, such as "Put the large apple on the floor under the table." They also write the answers to the questions, "What is that?" and "Where is that?" in regard to the objects whose names they have learned.

CLASS OF 1869.

Some of this class have during the year joined other classes, others have left us to pursue the same system in other places,

while the three little ones remaining, LYMAN PERLEY, KITTY MINOR and LILLY MITCHELL, all of whom lost hearing at or before two years of age and had neither received instruction nor learned to talk before coming here, form one class. When a report was made of their progress a year ago, neither of them could give the sounds of "b," "d," "g" or "k," but since March they have all acquired them. Experience has taught us not to be discouraged if children do not acquire these sounds in the earliest part of their instruction. Lyman and Kitty read from the lips, write and understand about two hundred and fifty words, and numberless sentences formed from these words. They perform almost any simple act, understanding the direction from the teacher's lips, and, with some help, write quite a good description of a picture. They add little columns of threes, fours and fives, amounting to thirty. Lilly, from the time of writing the last report, has made steady progress, until now she bids fair to talk as well as the other two in the class. She is slower in mental development than they, as she is younger, less mature, and was so very slow in her early development.

CLASS OF 1867.

This class now consists of thirteen pupils, having been increased by some who entered in 1868 and 1869. They vary in age from seven to eighteen years. The pupils now in the class are EDWIN JAGGAR, seven years old (deaf at three years ten months); J. LUPTON HAINES, nine years old (deaf at three years); JAMES D. ALLEN (deaf at six years), all of whom had retained a little language; HARRY W. NEVERS, twelve years old; JOHN Y. FRENCH, eight years old; ETTA M. MORSE, eighteen years old, who all spoke some single words, though they had never talked more than this; ALFRED KIRWIN, nine years old; WILLIE D. MUNGER, ten years old; JOHN McNEIL, nine years old; HARRY WARD, ten years, and JOSIE WARD, eight years old; BERTHA HOWES, eight years old; ALLIE ELLSWORTH, ten years old. The seven last mentioned did not speak at all when they entered school, and none of the class had received any instruction. They have a daily exercise in reading, spelling, filling sentences, description of pictures and in numbers. So far as possible the same children as last year have written the exercises following the account of this and other classes. The pictures and

subjects about which they have written were entirely new to them. They have had no suggestion in writing and the exercises have received no correction.

COMPOSITIONS OF THE CLASS OF 1867.

BY JAMES D. ALLEN.

This is a picture of large pond. There are many ships on it. The stones are near the pond and it is very deep. The sky is brown and drab. The houses and stores are in the mountain. The water is very flat and smooth. The large boat is coming out the water, The picture is very very beautiful and it is not broken, The man is driving the oxen to the boat, The fishes are in the pond and it is very deep. The flag is on the boat and it is very nice. The mast is very high and it is not fall. The large steeple is on the church. There are very many houses and stores. The grass is green and it is very beautiful. There are many people are in the stores and houses. The mountain is very high and it is very very heavy. The man is working in the large boat. The houses and stores are very new. There are many large rocks and stones. The boys are playing over the house.

BY ALFRED KIRWIN.

The apples are in the large basket near the oxes. The ox is eating the grass behind the man. One man is lifting the little girl and they are very good. Two women are standing in the large waggon. He is looking at the apples. They are very work very very hard all the time. Sometime the little girl fell on the grass and it is very hurt. One man is throwing on the grass. The oxes are very fat. She is holding the large apple. There are very many trees and apples. Many apples are on the ground. There are four large baskets. The apples are on the trees. He is near the trees. By and by the people will go to the large house. The oxes are looking at it. Many people are very strong and they are not weak, Three hats are very large and it is not small, The whip is very long. One man is holding the long whip. One man will climb up the tree. Two oxes are very good all the time. There is very much grass, The apples are white and black. she has long hair. The ox has four feet. The oxes has four horns. The basket is near it. The apples are very sweet and they are not sour. They are very nice and it is very pretty.

BY JOHN MCNEIL.

The grass is on the large waggon near the house, they are raking the grass. All the children are going to far away. The horses draw the old waggon. The old harness are on the horse. he will talk to the woman. The small boy has a no shoes because he is poor. The little bird is in the small house. sometimes the boy fell in the water because it is very deep. There is much grass. The large church is far away. The children have no money. The horses are very lazy because it is week. he has a large black hat. The horses are not eating the grass. The large steeple is on the church. The cloud is white and black.

The old trees are near it. The old grandmother is going in old house. There are five men and two boys. she is playing with the flowers. By and by the flowers will grow in the ground. they are very very old. he is looking at the water. The small dog is not barking. The two girls are sitting on it. The dog is white and black. The boy is catching the fish with the hook. The small fishes are in the water. The old tree is on the ground. The leaves are on the tree. it is near the water. There are very many fishes. The old horses are not kicking the man. The two men are standing on the grass.

BY BERTHA HOWES.

There is very much grass. The woman is looking at the cars. The black boy holds the rake. The smoke comes from the chimney. The engine has the whistle and bell and cow-catcher and wheels, gold lamp, tender, The sticks of wood are on the tender. The cars move very fast. The horse is near the cars. The black boy is looking at the engine. The people want to see thier mothers and thier fathers. The black boy is standing on the ground. The rail-roads are very long. The cars has gone to west. The man pulls the bell. The bell is made of brass. The cow-catcher is made of iron. The cars are on the rail-roads. The people are in the depot. By and by the engine will go in to the bridge. There are four large red wheels. There are sixty two wheels There many windows on the depot. The cars are near the the depot. The rail-road are made of iron.

BY J. L. HAINES.

The man and boy are looking at his home. There are very many houses, and churches, and ships, and steamboats, and boats, and people, and trees, and clouds. The clouds are on the sky. The water is very very deep. There are very many rocks are near the water. There are very many flags on the ships and steamboats and houses. The people is going in the steamship. The pine tree is near the house. The mother and father are crying very very hard and he wants his father to come to see her and his mother is well and kind. The boy is sitting on the large rock, and one man are standing on the rock. The winter blow very hard and the tree will fall down on the rocks. The large tall tree has small baby treé near it. The boy is behind his father. By and by they will go home to eat supper and tomorrow and they will go up the rocks to his mother and after dinner they will go to the store to buy the boys shoes and slippers. By and by the leaves will come off and the snow will come from the sky, and the many children will skate or slide down hill with the sled and it is very new it has green and blue and red and white and black and drab and pink. It is very nice. The mountains are very high. The man and boy want to go home beacuse it is very cold.

BY JOHN Y. FRENCH.

A little dog is barking at the girls. There are very many flowers in the garden : It is very pretty. There is one doll.

pretty dog is looking at the girls The water pot is on the grass. there are very much grass on the ground. one of the girl has red shoes on her feet. They

are very rich. The rose is red. It is very nice smell The wheel barrow is green, it is on the ground. The kitten is very kind and she is very pretty and nice. The box is on the ground. The ground is very clean. I think the dog will bite the cat. he is looking very happy. two little girls are very kind and good and pretty. They put thier arms on the wheelbarrow. The waterpot is under the wheelbarrow. The doll is sitting on the girls lap. The wheelbarrow will break sometime. It is not broke but it will break sometime —

Two little girls will pick the flowers because they want to smell the rose. because it is very nice. The water pot has many holes on the nose. The little girl threw the waterpot on the grass. The water is not in it by and by They will go home to eat supper. They are not hungry now But they want to go out doors in the after noon. I like her very much.

SECOND SPECIAL CLASS.

This class contains eight pupils, some of whom entered in 1867 and others in 1868. Their names are as follows,—*LUELLA TOWLE, MARY EMMA WHITTIER, GEORGE C. SAWYER, EDGAR T. MASON, MARIETTA C. NICHOLS, HARRY JORDAN, ARTHUR KEITH and FRANK BOWERS.* Two of these are partially deaf, some of them are congenitally deaf, some spoke a few separate words when they came under instruction, but none of them had ever learned to talk. For further information concerning individual cases see the table of pupils' names, &c. They daily have lessons in reading, spelling, defining, and forming sentences, and their lessons in geography and arithmetic are continued. They are now quite familiar with the first three elementary rules both in mental and written arithmetic. They have a daily exercise in writing from a teacher's dictation. Specimens of their composition are here given.

DESCRIPTIONS OF PICTURES.

I.

The large girl has long hair. The little girl has long hair. The large girl is going to wash the doll's clothes in the large round tub. She wears the white apron & red dress. The little girl wears the blue and white dress. She wears the white slippers. The large girl wears the red shoe. The little girl do not wash the doll's clothes. I think she was very tired. The cup is spiling over the water into the large tub. The large girl is working very hard. The doll is going to wash the hand because I think the doll's hand is very dirty. She do not wear the clothes. The other doll is sitting down on the chair and she wears the small bonnet. She do not wear the clean clothes. • The doll is wearing the red shoe. She wears the white shoe. The small tub is near the large pail. The little doll did not wash the hand because she wants to sit down on the small chair. The other doll is standing upon the floor and she washes her hand. The little

girl is standing up on the large pail. The dipper to drink is in the large pail. The pail is full of water. The pail is on the large bench. The large bottle, pitcher, plate, and lamp are on the shelf. The shelf is hanging on the wall. The large basket is on the large desk. The large girl is near the large desk. I think the medicine in the large bottle. I think the many soaps on the shelf.

ELLA TOWLE.

II.

The girl is feeding to the colt because I think he is very hungry for the grass. The boy puts the bridle on the colt's head so he will prevent his running away and the boy put the girt around the colt's body. The boy wears his red and long stripe pants, Reddish jacket and little red and white hat. The girl has red and spotted handkerchief around her head, blue and little white dress and red shoes and white stockings. The girl is holding the apron in her right hand and the green grass is in her apron. The colt is white and little blue. The colt has very short tail and very short mane. The girt is made of leather and it fastens the saddle to the horse. The colt has four legs with which he can walk or run. The little master has a little dog and he loves him very much because he was very kind to him. I can see the brown house which they live in and there are one door and one large window. I think the little dog is shaggy and he has very long hair all over him. He has very long ears and long tail. The boy is holding his hand on the colt's neck because he loves him very much.

FRANK BOWERS.

III.

The monks of St. Bernard are talking to the dog about the boys who are lost. I can see the dog has a collar around the neck with the medal to make strong. The monks of St. Bernard are standing on the door of the convent. One of the monks is pointing at the Alps of the mountains. The dog has a cloak on his back to keep warm because he is very cold. The dog has a small barrel and long collar. The water is in the barrel. The snow storms are falling on the ground. I can see the snow on the top of the post. The monks of St. Bernard has a cross and beads on the dress and he has a cape to keep warm. I can see another picture of a dogs lapping on the boys hands and he will awake and sit on the dogs back. The dog has a green barrel for the boys to drink some water and he was very thirsty. The boy has a curling hair and wear a blue jacket and white pants and I think the boys hat has lost. A boy is lying on the dogs back. The dogs will carry the boy to the monks of St. Benard. The boy holds the collar with the barrel. The dog of St. Benards has a leather band around the waist because the cloak will not lost. The boy has a yellow pants and blue Jacket. The dog is a curling hair and I like a Newfoundland dog. The snow is very deep. The cloak are falling on the snow. The dog has a brown and white fur to keep warm.

GEORGE SAWYER.

IV.

The man is looking at the rooster and she has beautiful feathers and she is very proud. The chickens are picking up the corn on the ground and eat it up. They have a soft feathers to keep them warm for winter. Two children had no

shoes or boots and stockings but they wear barefoot out doors because it is to hot and the ground is warm. The girl has much corn in her apron and she feed it to the chickens and two hens and one rooster for dinner supper and breakfast. The boy had no coat and vest but I think the coat and vest are at in the house. The boys father is a farmer and he is leaning against the fence and the board is slanting on the fence. I can see the nails on the fence up from the father. The boy has suspenders to hold the pant on so it will not fall. He has blue stripes and white like Harry Jordan. He has no collar but it is at home for Sunday. I cannot see where the house is. His hand is in his pocket to get the things out of it. He holds the basket and I think there is bread or pie or something. He wears his old hat on because he did not want to wear new hat but it is for church. The girl has beautiful waist with yellow and black stripes. She has no buttons on but I think she has hooks and eyes on. I cannot see her collar. She wears her nice bonnet and string of bonnet and I think she is very proud. One of the chickens is looking at the girl are feeding. One of the chickens is running to get the corn because it is very hungry.

ARTHUR KEITH.

V.

I can see a picture of the little girls, boy, shrimps and birds and many other things. The large boy's name is Fred. He is holding the long fish-pole. Two little girls are standing up on the grass near the small pond and they are looking at the fishes in the pond. May is holding the nice basket in her arm and the large boy puts the fishes in the large basket for their parents to eat for dinner. May wears a blue dress, red sack, hat, stockings and shoes. Fred wears a red and white pants, red Jacket, red and yellow hat and cuffs and he looks very pretty boy. The mountains are not real in the picture. There are very many birds flying in the air. By and by May will carry home them to her mother. Little Flo holds May's arm because she likes her very much. Fred's feet are bare. I think he wades in the water to get some fishes in it. The blue water is very near the mountains and stones. I likes the picture of two little girls, boy, fish-pole and many other things. Sometime the birds will drink some cold water near the mountains.

EMMA WHITTIER.

VI. ABOUT SNAKES.

A very very long time ago Charlie and I killed the yellow snake and he told me that it was not good. Perhaps there are a great many large snakes live in Africa because it is very warm in Africa. I have seen the black snake was killed poor little bird and it can climb the tree. The snake coil on the high cross. The large eagle will swallow the long snake because it was very hungry to eat it. I do not like the many snakes because they will kill me very much some of the children went to the Mt Tom and they saw the few snakes and the man put them in his glass box because it will run away off. Last winter Roscoe made the paper snake. A very long time ago I saw the rich boy was threw the long black snake in the river and he told me it came to him and it almost killed his leg he lives in New Bedford. I think all the people never saw the many large snakes because they did not like them. I saw the large boy made his a small box and he put the snake in it. Some of the large children went to Am-

herst and they saw many black, yellow blue and brown snakes and the man put them in many bottles and Miss Fiske told me the snake is wild the animals and they kill.

Miss Potwin lives in Amherst and she went to the large house and saw the snakes many times. Perhaps I do not know the snakes sleep all night in the ground because I think it was very tired and cold.

EDGAR MASON.

FIRST SPECIAL CLASS.

This class contains ten pupils, namely, THERESA DUDLEY, JOSEPHINE WARE, ALICE L. HOUGHTON, WILLIE S. LANGDON, ISABEL E. PORTER, WALTER F. MORSE, MICHAEL J. KEOGH, JAMES P. BURBANK, HARRIET L. BRYANT and HUBERT S. TITCOMB. The last two entered in September last. Harriet has been partially deaf since two years of age, and had learned to talk indistinctly; she had attended school with hearing children, had learned to read somewhat, and, mechanically, something of addition, subtraction and multiplication. Her communication with her parents was by means of spoken language. Hubert became deaf at nine years and four months; he read children's books, had an imperfect knowledge of mental addition, subtraction, multiplication and written addition. He had retained speech, could read the lips a very little when he entered, and has made good improvement in this respect during the three months he has been in school. For general exercises, and for reading, spelling, defining and lip-reading lessons, the above mentioned ten pupils form one class. For other recitations however, the class is divided, part of them studying history, geography, grammar and arithmetic, while others study natural philosophy, grammar and arithmetic and form a separate division, even when pursuing the same study. This class has sometimes a story told or read to them which they write out immediately from the teacher's lips, or afterward from memory. Their use of language will be seen from the following exercises which in every way are the result of their unaided efforts.

COMPOSITIONS OF THE MOST ADVANCED PUPILS.

I. A BOUT FRANK JONES.

One day on Thursday morning in August 1869 about ten o'clock all the people went to the Park.

They all rode in carriages or wagons but some of them walked there.

I think it was half a mile to go there from the Post office.

But my father was dressing the harness of Julia and he did not have time to go with other people.

They were there and Frank Jones got of the carriage and went on the back of it and he got on the hub and soon he put his right foot on the spokes.

The horse ran and he fell over the tires and hurt his right knee very badly.

It was almost broke. So Mr Stone saw him and told the horse Whoa! and got out and took him up.

Mr George saw him and told all the people let us go home because Frank is in hurt.

They all went home and Mr Stone put him on his mother's bed.

He was almost sick and his face were very pale.

Then somebody went to Boston and asked one of the doctors to come.

He came in the night about five o'clock and saw Frank in his bed.

He gave him a bottle of either to make him go to sleep.

He cut off his leg and it bled very much and the doctor put something over it and a cloth around it.

On Saturday morning he was almost dead and then in the afternoon he died. I came and saw him.

He was buried on Tuesday. Mrs Jones, Sophie and Annie Jones cried very hard.

My mother was sorry and all the people too. Frank was carried to Savannah Georgia in October.

His father died there. Now Mrs Jones and all her sons and daughters are there.

They will never come here again.

ISABELLA E. PORTER.

II. ABOUT THE FARMER.

In Autumn the farmers gather their fruits, cabbages, apples, potatoes, squashes. &c. And then they carry them in the cellar. and keep them for the winter to eat, In summer they take out their horses to plough the ground and plant their corn, potatoes, beans, peas, watermelons and all other fruits, When the fruits are in full grown they get their hoes and hoe them with mud in the garden, to keep them from worms biting the roots. Farmers always work in the field's, gardens and carry heavy things in their wheel-barrows They are very good men and like to work and plant much fruit for the people to eat, Some of the farmers are very idle to work and if they do not work, they would be sober to be put in Jail.

My father is not a farmer. He helps himself in the mill. He is a miller, and grinds wheat into flour. The farmers carry their, rye, wheat, corn and apples to his mill and he grinds them and make flour, meal and cider of the apples, I like to drink cider for dinner, But not too much of it, I do not like to drink much cider because it would make some one drunkard, I always drink one glass of cider but not many glasses, I like to eat apples very much in the winter and they are good to make pie of them, My father has a plenty of apple-trees and fruits planted in his garden.

M. J. KEOGH.

III. ABOUT MY TRIP.

Now I am going to tell you all about Martha's Vineyard. Last vacation I went to Martha's Vineyard with my father, mother, sisters, and brother. We rode in the cars on the way to New Bedford and then went to ride in the steamboat. We saw a great many people on the wharf. Then we went on the wharf, we saw Mr and Mrs Allen there. They were very glad to see my father, mother and I. Then by and by my father built a new cottage, we had only a kitchen parlor and one large bedroom. He is going to build another cottage to make large rooms next Summer. We went in bathing every day. We collected a great many beautiful shells and bright pebbles. We rode on the water in a sail boat and steamboat. My father, mother, and I went to Edgartown and we stopped at the Hotel and ate our dinner. Then by and by father, Jennie, Edith and Mary went to Gay's Head, they saw the Indians and went to the lighthouse, and saw a great many beautiful places. One morning father, Mary, Jennie, Edith, and I went into the fields. We collected baskets full of huckleberries. One evening we had a lot of fireworks and a band out in the field. There were a great many people who sat on the ground and some were sitting on the chair to hear the music. Then by and by my father, Mary and I went to the saloon, we ate some ice cream. We all had a splendid time. One afternoon I went out into the wharf to see a great many boats, ships, and steamboats. We shall go to Martha's Vineyard again next summer.

ALICE L. HOUGHTON.

IV. CLOCKS.

The exact date at which clocks were first invented is not known, it is supposed that the sun dial first marked the time. Then there was a vessel containing water which fell drop by drop into another vessel and a float in the second vessel marked the height of the water and the height of the water measured the time. Alfred the Great contrived a candle clock by sticking pins at equal distances from each other. When the candle burned down to a pin it would fall and the falling of the pin measured the time. To prevent the candles from burning irregularly the king placed a thinly shaved horn around the candle. The hour glass is also an ancient invention and is still used for some purposes as to boil eggs, meat &c by. At first clocks were made with wooden works but now we have nice clocks with steel and brass works. Some of them are very beautiful and are worth much money. A man made a clock on the top of which were images representing a negro boy holding a basket of apples and a dog. The dog leaped playfully around the boy but when the man touched one of the apples in the basket he flew at his hand and barked. When the man asked the negro what time it was in spanish he remained silent but when he was asked the same question in french he immediately answered him. The largest clock in the world is that of the Cathedral of Strasbourg. In the present war in Europe the Prussians are very careful not to fire shells at the Cathedral for it took hundreds of years to build it and cost millions of dollars. There are many other curious clocks for which I have no room to describe.

JAMES BURBANK.

V. ABOUT THE WAR.

There is no war in the United states now. I am very glad so that any of my friends cannot go to war again. If there was a war so many people would have

to go and fight. There they sometimes get killed. In France there is a war. The Prussians are fighting against the French people. We ought to have compassion on the poor little French children who have lost their fathers who have been to war. I think the Prussians are very bad people to set houses on fire. I have seen many pictures of them. I have read about them so I thought I would write a story about "The War" on my slate. Mrs Lamson has been to France. She told me about the war and the poor children. Paris is defended by very high walls. The gates are locked all the time. Many of the people cannot get out of Paris. Sometimes the Prussians throw very large balls over the walls into Paris, and often burn the beautiful churches and houses. I am very sad. I wish the Prussians would be put in Jail for several months because they trouble the French people. I wish They would be at peace with France. I wish there was no war all over the world so that all the people of the world would be very happy and thank God because there is no war. I wish the Prussians would not be still fighting with the French till next year. I hope on Christmas day the war will be ended so that the French will love the Prussians. I wish that King William would fight no more. I wish he would be at peace. I think the Prussians are like robbers to the French people. I am very glad that my father and mother and sister do not live in France. My friends Mrs B. and Walter are in Europe. I think they cannot come to America because there is a war in France. My mother loves Mrs B. I love Mr. & Mrs. B. because they gave me very many beautiful things made by the chinese people. The men who write the reports of the war are called reporters. They sometimes go up on the top of the house with some armed men, one has a book, another has a spy glass. They keep hide from the French people. The French sentinels are very sharp. They can shoot the top of your finger. Sometimes the Prussians surprise the French soldiers when they are at their camp. I have read in a book that the French soldiers are very brave in war. They hide in the woods and wait for the Prussians and sometimes kill them. The Prussians burn down the French people's houses and steal away from them their cows, calves and oxen.

WILLIE S. LANGDON.

Most of the pupils write to their parents every three weeks, having their letters corrected before sending them away. All the pupils have lessons twice a week in drawing. The smaller children have prayers at home, while the larger ones have devotional exercises at school, thus bringing these exercises within the comprehension of each better than if they were all brought together in chapel.

Respectfully submitted.

HARRIET B. ROGERS.

NORTHAMPTON, December 31st, 1870.

ORDER OF THE DAY AT THE CLARKE INSTITUTION.

Rise,	.	.	.	.	.	.	.	.	.	.	.	.	6	A. M.
Housework,	.	.	.	.	.	.	.	.	.	.	.	.	6 $\frac{1}{2}$	A. M.
Breakfast,	.	.	.	.	.	.	.	.	.	.	.	.	7	A. M.
Work and play till	.	.	.	.	.	.	.	.	.	.	.	.	8 $\frac{3}{4}$	A. M.
Devotional exercises,	.	.	.	.	.	.	.	.	.	.	.	.	8 $\frac{3}{4}$	A. M.
School,	.	.	.	.	.	.	.	.	.	.	.	.	9 to 12	M.
Dinner,	.	.	.	.	.	.	.	.	.	.	.	.	12 $\frac{1}{4}$	P. M.
Play till	.	.	.	.	.	.	.	.	.	.	.	.	1 $\frac{1}{2}$	P. M.
School,	.	.	.	.	.	.	.	.	.	.	.	.	1 $\frac{1}{2}$ to 3 $\frac{1}{2}$	P. M.
Sew and play till	.	.	.	.	.	.	.	.	.	.	.	.	5	P. M.
Supper,	.	.	.	.	.	.	.	.	.	.	.	.	5	P. M.
Play till	.	.	.	.	.	.	.	.	.	.	.	.	6 $\frac{1}{2}$	P. M.
Study and devotions till	.	.	.	.	.	.	.	.	.	.	.	.	8 $\frac{1}{4}$	P. M.
Retire,	.	.	.	.	.	.	.	.	.	.	.	.	8 $\frac{1}{2}$	P. M.

This order is not for the youngest children, as some of them are in school less than four hours a day, and go to bed between six and seven P. M.

SUNDAYS.

Study one hour in the morning for Sabbath school.

Attend various churches with the teachers and matrons in the A. M.

After dinner walk for an hour.

The different classes have Sabbath school with the teachers in the P. M.

In the evening from one to two hours are devoted to reading and devotional exercises with the older children.

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are four hundred dollars a year; for tuition alone, one hundred dollars; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness.

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal for incidental expenses.

Applications and letters for information must be addressed to the "Principal of the Clarke School for Deaf-Mutes, Northampton, Massachusetts," with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

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SIXTH
ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes,

AT

NORTHAMPTON, MASS.

FOR THE

Year Ending September 1, 1873.

NORTHAMPTON :
METCALF & COMPANY, PRINTERS.
1874.

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1872/73

Clarke Institution for Deaf Mutes, AT NORTHAMPTON.

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GARDINER G. HUBBARD, Boston, *President*.
THOMAS TALBOT, Billerica, *Vice President*.
JAMES B. CONGDON, New Bedford, *Vice President*.
SAM'L A. FISK, M.D., Northampton, *Clerk*.
WILLIAM ALLEN, Northampton.
OSMYN BAKER, Northampton.
LEWIS J. DUDLEY, Northampton.
JULIUS H. SEELYE, Amherst.
GEORGE WALKER, Springfield.
HORATIO G. KNIGHT, Easthampton.
F. B. SANBORN, Concord.
J. HUNTINGTON LYMAN, Northampton.

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, <i>Chairman</i> .	JULIUS H. SEELYE.
GARDINER G. HUBBARD.	F. B. SANBORN.
WILLIAM ALLEN.	THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, <i>Chairman</i> .	WILLIAM ALLEN.
J. HUNTINGTON LYMAN.	

BUILDING COMMITTEE.

J. HUNTINGTON LYMAN, *Chairman*.

Principal.

HARRIET B. ROGERS.

Instructors.

CAROLINE A. YALE, *Associate Principal*.
HARRIET A. JONES, *Special Teacher of Articulation*.
MARY E. POTWIN.
MARY P. BARDWELL.
RUTH WITTER.
CLARA F. LEONARD.
MARY E. STOWELL.

Steward.

HENRY J. BARDWELL.

Matron.

AGNES S. GOULDING.

Assistant Matron.

MATILDA MCINTOSH.

Attendants.

LIZZIE ELDER.

MARY A. FIELD.

Farmer.

REUBEN ROBINSON.

REPORT OF THE CORPORATION.

To the Board of Education,—

GENTLEMEN:—The sixth annual report of the Clarke Institution, for the school year ended Sept. 1, 1873, is herewith submitted.

The great benefactions which this Institution has received from its worthy and honored founder, John Clarke, Esq., have been noticed in several reports, as we have had occasion, from time to time, to record the reception of his various gifts. During his lifetime he first endowed the Institution; by his last will he gave us a large legacy, and also, after gifts to his heirs-at-law, he made this Institution his residuary legatee. As some doubt was entertained by the Executors and Trustees of his estate and by some of the heirs-at-law, as to the legal construction of the clause relating to the residue of his estate, an amicable suit in equity, in the nature of a Bill of Interpleader, was brought by the Executors and Trustees against the Clarke Institution and the heirs-at-law, for a construction of the will and to settle all questions in regard to it. The Court decided that it was the intention of Mr. Clarke to give the residue of his estate to the Institution, and that this intention had been legally expressed. In accordance with that decision the sum of \$32,749.49 has been paid over by the Executors and Trustees to the Clarke Institution during the last year, and their accounts have been closed. The whole amount of the fund is now \$256,000, and is all invested in bonds and stock registered in the name of the Institution, and can be transferred only by the Treasurer and two members of the Finance Committee.

It was the opinion of a majority of the Corporators that as the will of Mr. Clarke provided that the fund left by it should be held as a "permanent fund and endowment," no part of that fund could be invested in real estate or buildings; this rendered it necessary for the Corporators to incur a debt of about \$35,000.00, in addition to their other means, to pay for the premises which their Institution now owns and occupies. It is their first duty to discharge

this debt, and they are glad to say that it has already been reduced to \$23,000, and will, they trust, be entirely paid off within three years. It has been the constant desire of the Corporators to reduce the expenses of board and tuition, and to put the Institution in such a condition that they should not be obliged to ask a larger sum from the State for the support of the State pupils than was paid to the American Asylum. They have already reduced the price of board and tuition very considerably, and trust soon to be enabled to make further reduction.

It is generally believed that the cost for instruction at articulating schools must necessarily be higher than at other institutions for the deaf, because fewer pupils can receive instruction at the same time from a single teacher. The expenses at our school are cited as a proof of this remark. A comparison of our expenses in different years and with other institutions will show that a primary cause is the limited number of pupils, and that as their number increases the expense decreases.

This will be seen by the following

T A B L E O F C O S T .

	Year.	No. of Pupils.	Teachers.	Cost per Pupil.	Total Expenses for Board and Tuition.
Clarke Institution,	1871	42	6	\$ 371.86	\$ 15,618.33
	1872	45	6	353.05	15,887.17
	1873	58	8	318.39	18,466.63
American Asylum,	1873	230	18	\$ 262.39	\$ 60,349.57
New York Institution,	1872	559	30	\$ 244.46	\$ 136,652.54

Number of pupils to each teacher, at New York 18; at Hartford 12; at Northampton $7\frac{1}{4}$.

There is no doubt that a small school is more expensive *per capita* than a large one, no matter what the method of instruction is. The number of teachers must be much larger, from the impossibility of making a thorough classification. We are compelled to have two or three times as many classes in proportion to our pupils as they have in the New York Institution, and many more than we should have with a larger school. Our experience is not yet sufficient to determine how large the classes can be. There have been twelve or more in two of our seven classes. The question is simply whether the advantages derived from a small school are sufficient to compensate for this greater cost.

It may however be argued that the progress of pupils is slower at our school, and therefore the cost is greater than at others. The experience of seven years gives us some right to express an opinion—though neither a decided nor formal one—upon this point. We have no doubt that the progress of our pupils for the first two or three years is slower than at the sign schools, and, if the term of instruction was limited to three or four years, grave doubts might be entertained as to which was the most desirable system. But if seven or eight years are allowed for their education, we believe that our pupils would be more advanced in general knowledge and in language, than pupils taught by signs, besides having the power of articulation and reading from the lips; and that this practice will have become a habit. Probably they will, through life, be able to converse readily with their friends, and to some extent with the world at large. We doubt not that if the knowledge obtained is to be the criterion by which to judge of the cost, it will be found that our method is by far the cheapest in the end.

The system of Mr. Bell has been carried on successfully during the past year, and is now thought a very valuable auxiliary to our method of instruction. There are certain articulate sounds produced in the back part of the mouth, by movements not generally known to teachers or pupils, because the motion of the organs in making them cannot be recognized either by the eye or by the touch. It is the object of Mr. Bell to express these invisible movements by symbols. He also succeeds in giving better control of the voice, and more natural modulations than are obtained by other means. These movements of the organs of speech are difficult for a deaf mute to make, and it is only by long practice that they become habits. By the use of this system the deaf can acquire the power of articulating almost as well as an ordinary hearing person. There are, however, very few who will have sufficient resolution and persistence to continue the use of all these hidden and difficult sounds; still, to many of them they will become habitual, and we believe the articulation of our graduates will be greatly improved by their use. Mr. Bell regards it as essential to the success of his system that the pupils should be taught to make sounds, indicated by symbols, without attaching any significance to the sounds; and that this course should be continued until the correct use of the organs has become habitual. Then he applies the power they have thus obtained to the practice of significant speech. This

discipline requires two years at least, and perhaps a third, during which all other instruction may be given in writing or in signs.

The whole number of pupils at the Clarke Institution at the date of this report, is 65. Four or five have been rejected who were suitable subjects for instruction, and who would have been received if there had been accommodations for them. Our buildings were constructed to receive fifty pupils, and we have sixty there at present. A larger number of applicants is to be expected each year. Since our senior class will not graduate until 1875, it will be impossible for us to retain all that are now with us, and still continue to receive all suitable applicants for admission. The Corporators have therefore considered what new plan ought to be adopted. There are three courses which might be pursued. One is to make a more careful selection of pupils, dismissing those who do not show any special aptitude for articulation; or, second, we could enlarge our school buildings; or, third, we might perhaps secure the establishment of another school, which could divide the pupils with us, acting under our charter if deemed advisable.

It was objected to the first of these plans, that it would not be expedient to send away pupils already received; because the time spent in teaching them articulation would in that case be lost; to the second, that we were already in debt, and that this plan would increase the debt; to the third, that it might be difficult to raise the necessary funds, until our system had been longer tested.

The Clarke Institution is not adapted for the instruction of all deaf children, but "especially for the education of semi-deaf and semi-mute pupils." To be sure, others have been admitted, and the Corporators believe that many congenitally deaf persons may be taught to articulate more distinctly than those who have become deaf by disease. We are still uncertain as to the proportion of pupils that can be profitably taught by our system; but there is no doubt that we have some scholars who could be more fitly instructed at Hartford; and if these were sent away there would be room for others to whom our system is best adapted. Taking all things into account, we have concluded to suffer the question of more buildings, or another school, to remain in abeyance until we are better able to decide as to the relative proportion of the deaf who can be taught by our method.

We have however little reason to doubt that within two years it will be necessary to make more ample provision for the educa-

tion of the deaf children of New England, by articulation, and we know that few benefactions will do more good than those which enable the deaf to hear and the dumb to speak.

During the summer of 1873 a workshop was erected on our premises, and fitted up with tools for teaching the cabinet-maker's trade to the older boys; and although this will add to our expenses, it was absolutely necessary to provide the boys with some means of earning a livelihood on leaving our Institution. Other trades can be added if it should be deemed expedient, as the building has ample room. Our girls are taught the use of the sewing-machine, and to cut and make plain dresses.

During the past year our school was visited by an English gentleman of wealth and culture, (Mr. Ackers) who came to America accompanied by his wife, seeking information in regard to the different methods of deaf-mute instruction. The occasion of their interest in the subject was the fact that a daughter of theirs, who had lost hearing at an early age, was to be instructed according to what they might deem the best method. They spent nearly a year in America and in Europe, examining the principal schools on both sides of the ocean; and, at the request of the President of this Institution, Mr. Ackers has communicated some of the results of their inquiry. His letter will be found at the end of this report, and will be read with much interest. The thanks of the Corporation are due for the kindness with which he has complied with our request, and for the instructive letter which he has written.

Mention has been made, in previous Reports, of the large numbers of deaf mutes (many more than the census returns exhibit) supposed to be living in Massachusetts. A member of the Corporation (Mr. F. B. Sanborn) who some years ago prepared a partial list of the Massachusetts deaf mutes, has lately been requested to revise and verify this list, adding to it the names of such as might be found now living in the State, and striking off those who have died or removed since 1868, when his first list was completed. This work has been carefully done for the greater portion of the State, and a new list prepared which contains about 1,100 names, or more than twice as many as were returned in the United States census of 1870. It is still imperfect, but all our researches lead us to believe that it understates the true number of deaf mutes resident in Massachusetts at the beginning of 1874, which cannot be less than 1200, and may exceed 1300, in a population now esti-

mated at 1,550,000. Of the 342 cities and towns in Massachusetts, only 215 are put down in this list as containing any deaf mutes, but no doubt several of the other 127 towns do contain some, while Boston, (here reporting but 191, exclusive of Charlestown, Brighton and West Roxbury,) Chelsea, Taunton, Worcester and other places, undoubtedly contain more than are here reported. This list is annexed as an appendix to a few hundred copies of this Report; copies will also be sent to the principals of deaf-mute schools, officers of deaf-mute associations, clerks and school committees of cities and towns, and to other persons likely to render aid in perfecting the list, of which a manuscript copy will be kept at this Institution, with various particulars entered concerning the deaf mutes of Massachusetts. It is designed to correct this written list from year to year, and to make use of it in communicating with the deaf mutes and their relatives in regard to the instruction of children, etc. Out of 1075 deaf mutes whose ages are given in this list, 370 are under the age of 20, and 125 are of the age of 10 and under. There are, therefore, 245 persons reported in the nine years, from 11 to 19 inclusive, and only about half as many from one month to ten years inclusive. Yet from what we know of deaf-dumbness, it probably affects as many children under 11 as between that age and 20; so that probably 100 of the younger ages are omitted in this list, while 100 more of all ages above 10 are also probably omitted. Adding these, and striking off 50 names for duplication, death, removal, incorrect classification, etc., the number in Massachusetts would appear to be 1250, or one in every 1240 inhabitants—800 in a million. At this rate the number in New England would be something like 2800, of whom about 800 would be of the school age,—more than 350 of the latter living in Massachusetts. The whole number of deaf mute children belonging to Massachusetts, now at school, is about 175, of whom nearly 70 are at Hartford, 50 at Northampton, something more than 50 at the Boston day-school, and two or three at other deaf mute schools. Of the remaining 175, not now at school, perhaps 50 have formerly been taught in the above-named schools, and as many more are too weak, physically or mentally, to be sent to school. This would still leave 75 deaf children, of the school age, who are not now at any good place of instruction. For reasons already mentioned, very few of these uneducated children can be received for the present, into our Institution; but if a new board-

ing-school were established in the neighborhood of Boston, many of them would become pupils there.

Most of the arrangements and appliances of the Clarke Institution prove very satisfactory. Its domestic regime resembles that of a well regulated private family. Boys and girls have their separate dormitory buildings and play grounds, but come together in the school and the dining room. Each pupil has a separate bed, and, when possible, a separate room. All are required to make their own beds and keep their rooms in order. The younger pupils are taught to use the needle; the older girls, to make and mend clothing; and the older boys find employment in farm or garden, or in the new work shop. The teachers take their meals at the same tables with the pupils, and are distributed among them, to supply their wants, inculcate good breeding, and encourage social intercourse. All is home-like, and with trifling exceptions, good health has prevailed throughout the year. Distinguished visitors from our own and foreign countries, have shown a deep interest in our school, and have uttered words of cheer.

Our thanks are due to Drs. Fisk and DeWolf for professional services; to the Connecticut River, Boston and Albany, and New Haven and Northampton Railroads, for carrying members of the Institution at reduced fares; also to Messrs. Marsh and Slate & Baker, for goods sold at a discount. The following publications have been sent to the Institution, free:—"Hampshire Gazette," "Deaf Mute Chronicle," "Deaf Mute Pelican," "Our Dumb Animals," "Apples of Gold," (2 copies), "Child at Home," (10 copies), "Christian Banner," (4 copies), "The Mexico Independent," "The Record."

Attention is invited to the Report of the Principal, the financial statement, the list of the pupils, and the prescribed daily routine, published herewith.

For the Corporation,

GARDINER G. HUBBARD, President.

NORTHAMPTON, January 1, 1874.

THE LETTER OF MR. ACKERS.

To the Corporators of the Clarke Institution.

GENTLEMEN:—Your excellent President, our valued Friend, has informed me that you desire to know somewhat of the results of our journeyings. I therefore beg to offer you the following—only a very few points are noted and mostly touched upon very briefly, bare time having been given me to prepare them—but though brief and hurried in composition, I assure you they are not without thought.

Having an only Child who had lost her hearing through fever, when a few months old; being naturally anxious for her Education; and hearing such hard words on either side from advocates of opposing Systems, we determined to search out for ourselves, as far as possible, the best method. While doing this for her benefit chiefly, we always kept in sight the general question of Education for the Deaf. On the 10th of September 1872 we sailed from Liverpool and visited the under mentioned Schools in the order named.

AMERICA AND CANADA.

New York—Washington Heights; Belleville; Montreal; “The American Asylum,” Hartford; “The Clarke Institution,” Northampton; Boston—Day School, and Mr. Bell’s; New York—“Improved Method”; Washington and Philadelphia.

CONTINENT OF EUROPE.

Rotterdam; Brussels—Boys, Brother Cyrille (on German System,) and Girls (late under direction of Canon de Haerne;) Osnabrück; Cologne; Frankfort; Friedberg; Weissenfels; Leipzig; Prague; Vienna—Imperial, Jewish, and Herr Lehfeld’s; Zurich: Chambéry—Boys, and Girls; Nancy; Paris—National, and M. Houdin’s.

GREAT BRITAIN.

Birmingham : *Manchester : *Liverpool ; Glasgow ; Edinburgh—Old Institution, and Donaldson's Hospital : Doncaster ; London—Old Kent Road, Institution for the Oral instruction of the Deaf and Dumb, and Miss Hull's.

With an exception on either side the Atlantic we were received with such touching kindness, and so much pains, time and trouble were bestowed upon us, by all Teachers and Principals, that we should be indeed ungrateful were we not to express our appreciation of such sympathy and attention. To none of the foregoing are we more indebted than to your devoted Principal ; a Lady whose name we often heard mentioned in European Institutions with the pleasure and appreciation it so richly deserved.

Nearly all the above we endeavored to see thoroughly, rarely leaving until assured that we had seen everything, and spending sometimes 3 days, and more, at a single institution. A few, very few, were not so carefully inspected, chiefly through ill-health, as we desired. More would have been visited in America had we not been many times assured by leading Sign System Teachers that such would have been only to repeat what we had already seen. And knowing what adverse criticism is apt to follow English, even if well versed in Modern Languages, when writing of a Foreign Country, we took with us a highly educated Interpreter, a Proficient in French, German and English, who accompanied us throughout our European Tour of Inspection.

Before proceeding further I will define some of the chief terms that will be used in this letter—and I do so because through looseness of expressions, to which various meanings are attached, more error has arisen, and consequent evil to the Deaf than is often thought of, or imagined—I will, therefore, try to leave no doubt on your minds, and hope I may succeed.

“GERMAN SYSTEM” *by this I mean that which is BASED on Articulation and lip reading.*

“FRENCH SYSTEM” *that which is BASED on a system of signs.*

“SIGNS” *All except*

“NATURAL SIGNS” *which are here defined as such as HEARING persons use and can understand—e. g. “Come,” beckoning with the*

* I had visited before and also other Schools in England.

hand: "Go," motioning away with the hand, &c.; which are really *Actions* not signs.

At first, as was only natural with English, we leant to the "French System," but our views have been changed very much by what we have seen; and so many false impressions, especially in America, seem held by the leaders of the Profession in reference to the "German System" and its practice that I shall dwell chiefly on this subject.

First let us consider the saying, so often heard, that "'German System' Schools take only *picked* pupils, and only the pick of these again are shown off before strangers."

The latter part of this assertion we can affirm we never met with in a single instance—though most probably, had we only given a short time to a School of many pupils, an hour or two, as most do who go mainly out of curiosity, the pupils shewn would have been the best—which no one will deny who has visited any is the natural practice of "French System" Schools as well—or if a Teacher sees that Visitors are impatient of the poor attempts of the less bright pupils, good feeling prevents his shewing any such afterwards. For ourselves we found that as soon as the Teachers knew we desired to see the Schools thoroughly every pupil was tried alike: often with some such expression as "I am sorry to weary you, but if you want to see our School thoroughly you must see the dull as well as the bright"—and occasionally the Teachers have left the room that we might have unfettered freedom of examination. As to the former part of the assertion—we found the case alike in "French" and "German System" Schools, as a rule, viz. that no child was taken who had not the full power of his mental faculties (often amounting to very little)—no children suffering from certain, named, diseases—none above or below certain specified ages; these and like conditions, existed in nearly every School, of whatever system, that we visited out of America; and the practice there you, Gentlemen, know for yourselves. But there were exceptions to the above rule—and one "German System" School that we visited in Germany not only did not pick the pupils to the above extent, but was obliged to take *all* children that subscribers, or other privileged, persons chose to send, and to keep them for at least a year in the hope of improvement. We saw there some hopeless idiots. Take again the assertions that

“The German System dwarfs the Intellect” that “Very little is taught in German Institutions” and that “What little is learned in School, especially articulation and lip-reading, is soon lost after leaving.”

These are so oft reiterated where the “French System” is taught, and especially in America, that we gave special attention to these points, with the following results. As we were allowed perfect freedom of examination, which we used very fully, we had good power of testing the effects and results of the System in School—and, in order to test the effect of this teaching in after life, we spent much time in visiting old pupils—and that the test might be thorough, we only went to the Toto-Congenital; the names and addresses of whom we took care, for the benefit of the incredulous, not to ask for until we were ready to visit them, lest they should have been “prepared.” So far from finding that the intellects of the pupils were dwarfed, we are prepared to assert that the results of careful examination surprised us after all we had heard. Of course, much time is at first taken up with Articulation and lip-reading (time which is made up afterwards by the comparative facility with which they attain language) but take pupils who have been taught 6 years, the usual maximum in Germany, or even a year less, we found such compare well with those who had been taught a like time in “French System” Schools in America, and far more able to express themselves in written language. A German well acquainted with Education, after thoroughly examining a “German System” School with us, assured us that in general attainments, as well as language, the pupils excelled most of the Primary (hearing) Schools in Germany and many of the Middle Class—such, my knowledge of English Schools leads me to believe to be quite correct. Some of the slate and *mental* arithmetic far exceeded any we had seen in “French System” Schools. But this does not apply to all on the “German System;” so much depends upon the teachers that you may have less good results with a superior system, and *vice versâ*, not uncommon on either side. Of course, with six years as a maximum, less is attempted than in the more fortunate Schools of Massachusetts or New York, for instance, where time is scarce limited if the pupil be promising—but as far as it goes the Education given in the “German System” schools that we saw, as a rule, compared very favorably with that under the “French System.” I dwell

thus at length on these points and our own experience, because these assertions have been made till almost every one takes them for granted; and in America I even noticed this in some who were not in favor of the "French System." Now as to those who have left the "German System" Institutions—we saw some specimens of these, some in workshops, some milliners, some married to hearing persons, or at Home, some Master Tradesmen, &c.; all, I again remark, were Toto-Congenital—such as would be termed in America, France and England "Deaf Mutes"—the result was encouraging, beyond anything we had dared to hope. Had we expected to find old pupils that "one would not have known from hearing persons" we should have been disappointed—there may be such, but we have never been able to trace any, nor did we ever meet with a "German System" teacher who knew of one—that is a Toto-Congenital pupil, old or present, that habitually, or for any length of time, could pass as a hearing person. But what we did see were men and women able to earn their own livelihoods in trades and other occupations, communicating with and answering hearing persons sufficiently well by articulation and lip reading to go through the world comfortably, and in some instances very successfully—in no case were we unable to make ourselves understood, or failed to understand in return, except those educated in a School where *signs were allowed, a large "Internat." We asked their fellow workmen, their employers, their workpeople, their Relations, and those with whom they lodged, "How do they communicate with hearing persons?" and were universally answered, often with embarrassing astonishment at such a question, "Why! by speaking of course."

One reason for disappointment in Articulation is that strangers most frequently examine the oldest pupils—these often have their voices changing ("cracking," we should say) and their speech is then much less audible and pleasant than that of the younger pupils, whereas the said strangers expect to find it far superior.

Before leaving this part of my subject, I must touch on two other errors—which have, I believe, done more to obscure the real facts, and to prejudice men's minds against Articulation in America, and so to hinder the day when every deaf child shall be educated under the system most suited to his case, than all the other

*Just as signs were allowed so we found an Institution appear to less advantage.

many misapprehensions—and what has made these errors the more painfully effective is the fact that they have been laid down, and most honestly believed in, by the leaders of the Profession from time to time, till now they seem to be received as Axioms—the two I allude to are

1st *The idea that the “German System” forbids Natural Signs from the beginning.*

This error has arisen, I believe, through the, before noted, confusion of terms, specially “Signs” and “Natural Signs;”—“Natural Signs” meaning a totally different thing in America to what they do in Germany—in the former they appear simply to be used, as a general rule, in contradistinction to “Methodical” Signs. But, be the cause of the error what it may, the facts remain—we never met one German teacher who did not ridicule the idea of being able to teach, *at first*, without “Natural Signs,” (in the sense used in this letter;) “How else,” they exclaimed, “can the Teacher and pupil be put in communication?” but they would not, as a rule, continue even these signs a day after the pupil had knowledge enough of words to do without them. And that Heinicke was in accord with the present practice in this respect, see his Life by Herr Stötzner,* a present teacher in the Leipzig Institution.

2nd. *That the “German System” has been tried in England and failed.*

There can be no difficulty in tracing the origin of this error, though one cannot but wonder that it should have lasted so long. A certain mystery hung over and obscured the early efforts of deaf mute instruction in England. Dr. Gallaudet, the noble “Apostle” of the deaf mute in America, visited England and left without learning the English Method as practiced by the Braidwoods and Watsons—we all deplore this, more need not here be said; but ever since—again judging from the writings and sayings of Americans—it has been asserted, and taken for granted that it was the “German System” that was then in use in England, but now nearly entirely superseded by the “French.” So on my return I determined to sift this matter fully, and now give the result. The “German System” never that I can find, was tried in England

*Samuel Heinicke. Sein Leben und Werken—dargestellt von Heinrich Ernst Stötzner—Leipzig. Verlag von Julius Klinkhart.

from the isolated case of "St. John de Beverly," Archbishop of York, A. D. 685, to a few years ago, when a School was started in London under the direction of Mr. Van Praagh; and Mr. Van Asch, also from Rotterdam, commenced teaching privately. This is confirmed by Dr. Buxton of Liverpool, who was with the elder Watson; by enquiries at, and the records of, the Institution at Edinburgh where Braidwood was; and by the present Mr. Watson, who has charge of his ancestors' Institution in London. I was assured both by Mr. Watson and Dr. Buxton, and at the Edinburgh Institution, that the "German System" *never* formed a part of the method of the Braidwoods or Watsons. That articulation was attempted with every pupil is true—but the system was in this respect like the "French" that it was *based* on Signs. In fact it was the "Combined Method," the attempt to carry on Articulation upon the basis of signs, which brought discredit then, and always will bring discredit, on Articulation—that very "combined" Method which having been tried fully in England remains now in only one Institution; has been tried in modified forms in America, with what results you know.

And this brings me to a sad but not unfrequent injury to "German System" Schools caused by the admission of pupils, who have been accustomed to use the Language of Signs. Doubtless such admission is dictated by a kind motive, perhaps the pupil has some speech which is fast fading away; but however kind the motive it is a false Philanthropy, which has done, and is doing, incalculable harm in many Institutions. Signs spread like wild-fire—and you have the two evils of, 1st, Pupils thinking partly in signs and partly in their own language; a painful confusion, owing to the inverted order of the Sign Language; 2nd, Pupils conversing in a language unknown to the Teachers, and most difficult to stop—I have known all this evil arise from the admission of a single pupil. I would, therefore, entreat all interested in the success of the "German System" to unite together resolutely to refuse admission into their Schools of any who can converse by signs.

Let such learn Articulation and lip-reading by all means, but in a separate Institution.

And now a very few words on "Visible Speech." One cannot but rejoice that Mr. Bell has brought such talent and energy as his to try the great work of his Father's, "Visible Speech." on the education of the Deaf. We listened to him with great inter-

est, we took careful note of the effect of his system at Hartford, Northampton and Boston, as well as afterwards at Miss Hull's; but—as Mr. Bell himself has so modestly said—it is but in its infancy; time and experience alone will prove how far it is fitted for the education of the Deaf and Dumb. One of your own Body, the Hon. Lewis J. Dudley, who with Mrs. and Miss Dudley so kindly received and helped us in our search, spoke very warmly of Mr. Bell's system and the good effect it had had on Miss Dudley's speech—that it is of great advantage to those who have already learned to articulate, but not perfectly, whether hearing persons or deaf, I have no doubt; and am very hopeful that it may be found of equal advantage to beginners; but should this, unhappily, not be the case, I would beg you, Gentlemen, not to be in any way disheartened but to pursue steadily and patiently the “German System,” which, though not brilliant, has been proved to be practicable, useful, practical.

It may be asked “are you then against the ‘French System’ altogether?” Certainly not—it has been of great benefit and always will be, I think—but I would train as many as possible on the “German System” because I believe it to be the best for *all who have spoken before losing hearing—for nearly all the Semi-deaf and a large majority of the Toto-Congenital Deaf.*

And now I propose, in the last place, to touch upon a few points in connection with the working of the “German System” Schools.

WEAK AND BRIGHT.—Much good would, I believe, be gained, if pupils were divided into weak and bright—either by having, as at one Institution we visited, certain classes for the weak; or, as much advised, a small House attached where the weaker pupils might be specially taught and trained.

ARTICULATION AND LIP-READING TO BE KEPT UP AFTER LEAVING SCHOOL.—If friends and Relations would assist the Deaf by enabling them to devote at least half an hour to lip-reading every day, more good would be done to the pupils than by remaining two years longer in an Institution—always supposing that they have been at School for at least 4 years. Of course I would rather they stayed much longer at School, and then practiced lip-reading at Home afterwards; the above is only meant as the smaller of two evils. And here I would note how some very bright pupils are apt to devote so much of their time to intellectual develop-

ment that Articulation and lip-reading are neglected—this they will be sure to regret in after life; because while the brain is ever increasing in capacity, the vocal organs, if not trained, get stiffer and more difficult to use. Besides which, the acquirement of ease in lip-reading is far harder if neglected when young—there is a drudgery about it, which is irksome to those whose minds are full of thought. And this leads me to

MOUSTACHES.—I touch on this delicate subject with much diffidence; but it was the chief blot that we noticed in your excellent Institution. All your Teachers are Ladies; and hence, though your pupils were able to read Mrs. Ackers' lips, they could not so easily manage mine; whereas, for instance, at New York "Improved Method" the Principal, Mr. Rising, having a moustache, the pupils understood me far better, and Mrs. Ackers not less well. Now if there be one thing more than another with which we were impressed in our journeyings it was the *importance of lip-reading*—the power to read from the lips of strangers as well as of Teachers and Relations. And the great point to this end seemed to be to give the pupils as many, and as different mouths to read as possible. The difference between Schools where no moustaches were worn, or where pupils were taught by one Teacher throughout their stay; and those where some of the Teachers had, and some had not, moustaches, and where the pupils were under more than one Teacher every day, was very striking.

MOUTHING.—The more naturally Teachers speak to the children the better, avoiding mouthing or undue contortions of the face. And here it may be well to remark that though at first it is very desirable that the Teacher's face should be to the light, and the pupil in front of the Teacher, it is not necessary or desirable that such should always be the case. It is of very great importance, I again remark, to give to the Deaf facility in lip-reading; and as it cannot be that in after life, in general conversation or otherwise, these conditions can always be maintained, it is far better to accustom the pupils, after the first year or two, to read from the side of the mouth as well as from the front, and with the light not always opposite the speaker. We have seen this carried out most successfully—we have seen a Teacher with a window on his right hand and the pupils arranged in 3 sides of a square, the Teacher occupying the 4th side; by following this plan, and frequently changing the places of the pupils, all were able to read the lips of

the Teacher when looking straight before him—and many of the best answers were given by those who were almost at right angles to his mouth. We also cross-examined and found them equally, in proportion, able to read our lips in this and other positions.

DAY, OR BOARDING SCHOOLS.—Each has much in its favor; and the question is not only so large, but one on which the opinions of those best qualified to judge are so divided, that I shall not attempt to give a decided opinion one way or other, but only notice one or two points, on either side, that specially struck us. Boarding Schools appear the best for discipline, and for a personal influence on the part of the Principal—but it is far more difficult to prevent a certain use of signs when many are living in one building—this and other reasons, easily to be deduced, such as the fear of the Deaf forming too many friendships with other Deaf, lead us to rejoice that the Principal of your Institution is against an increase in the number of School Boarders. We shall, probably, be all agreed that to make the Deaf as little exceptional, and as much like hearing persons as possible, should be the great aim of any system, and certainly in this respect, where pupils are boarded out, not at Home, but in families under the direction and supervision of the Principal or Committee, Day Schools have a decided advantage—in such cases it is very important, to board the pupils, where possible, in families where there are well-dispositioned *hearing children* of the *same age*; so as to encourage the habit of talking, and to induce the Deaf to form their friendships amongst hearing persons.

TRADES.—Much must depend upon the customs of the country.—In England alas! the rules of Trades' Unions practically prevent any Trades being taught in the Institutions. On the Continent of Europe customs differ much—but I should recommend that if Trades be taught this should be done, not at the Institutions, but at the workshops of the Technical Teachers,—a point so well put in the Report of your Principal, p. 28.

IN CONCLUSION—and to sum up very briefly—I do not desire the destruction of “French System” Schools but the increase of those of the “German System.”—And above all things I long for the day when unworthy motives shall be no longer imputed (too common alas! now on both sides;) to this end it may be desirable to have one or more Schools of either System under one Corpora-

tion and management—not, however, in one building, or even in the same locality. The systems can never be worked in unison : but may, and ought to be, in harmony. Lastly I would impress upon those who favor Articulation that the key-note of the “ German System ” is to *make the Deaf as much like hearing persons as possible.*

I must beg you, Gentlemen, to pardon the length of this letter—but have found it impossible to comply with the terms of your request in shorter compass ; and though I feel fully conscious of having already trespassed greatly on your space, I am even more conscious how wholly inadequate a letter of this length (even were each point to be concisely and pithily dealt with) would be to treat of the vast and important subject of the education of the Deaf, or even of our search in this direction. Here I may say how pleased we shall be to give any further information in our power.

And now let me express the joy, in which I am sure you all unite, that there are three Schools at least established in America on the *basis* of Articulation ; my thankfulness that brighter days have dawned ; and my firm belief that there are yet better days to come !

Before closing I must beg you to present to three of your Corporation my deep and sincere thanks for the kindness bestowed on us in our search—to all of you, as Corporators of the Clarke Institution, I feel indebted, but to your President, to the Hon. Lewis J. Dudley and the Hon. F. B. Sanborn, our warm and personal thanks are due.

Believe me, Gentlemen,

Your faithful Servant,

B. ST. JOHN ACKERS.

REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution,

GENTLEMEN :

During the year ending September 1, 1873, the number of our pupils has increased from forty-five to fifty-eight. At its close the register shows fifty-seven pupils still members. Of the fifty-eight pupils twelve are semi-mutes, but half of whom could read on entering school. Of the remaining forty-six, eight are semi-deaf, two of whom only could read and use connected language, while a third had some use of connected spoken language, though he could not understand simple sentences when written or printed. A few others could distinguish enough of sound to make their voices pleasanter than if totally deaf.

A new classification has been made this year and the classes are now designated by numbers according to their rank.

The pupils have formed seven classes which have been taught by an equal number of teachers.

Fourteen new pupils have entered during the year, namely :—

Emma F. Macomber, Monmouth, Me., (eighteen years old) deaf at ten and a half years.

George H. Holland, Amherst, (fourteen years old) partially deaf.

Lilla M. Harmon, Springfield, (seven years old) deaf at six years, retained speech.

John S. Kenney, Woburn, (nine years old) deaf at four years, lost speech.

Julia Kenney, sister of John, (six years old) congenitally deaf.

Harry B. Allen, Essex, (ten years old) congenitally deaf.

Margaret J. Benson, Hyde Park, (nine years old) deaf at two years.

Anna Gates, Fitchburg, (eight years old) deaf at four years, lost speech.

Adella E. Pomeroy, Westfield, (eight years old) congenitally deaf.

Edna M. Root, Warren, (six years old) deaf in infancy.

Thomas Sheahan, Greenfield, (ten years old) deaf at two years.

Clara J. Townsend, Philadelphia, Pa., (eleven years old) deaf at two years.

Harry W. Townsend, brother of Clara, (thirteen years old) partially deaf at four years.

Abbie D. Upton, Bethel, Me., (six years old) congenitally deaf.

The last nine pupils, with John Roberts, Matthew Cheevers and George Lord, who entered the year before, have formed the Seventh Class. The instruction of this class in articulation has been entirely through Professor Bell's system of "Visible Speech." As he desires that such instruction should be wholly unconnected with lessons in language, the class has had articulation and general mental development carried on at different times by different teachers. Two and a half hours daily have been given to articulation and two hours to mental development through writing. It is thought that their mental development has not suffered from this course and that their articulation is superior to that attained in the same length of time, by any other class in the school. At their examination it was generally conceded that they had more control over their vocal organs than many of the children who had been in school two or three times as long. As great an improvement was noticed in their voices. The experience of the past year has given us every reason to desire the continuance of Prof. Bell's system in our school.

The Sixth Class has consisted of Mary Burton, Emma Russell, John Coughlin and John Kenney. Their instruction also has been through writing and Visible Speech.

SPECIMENS OF COMPOSITION.

(The exercises of pupils which follow have been written without suggestion and stand uncorrected.)

I.

I see the sheep in this picture. The man holds a stick in his hand. He sits under the tree. He wears drab pantaloons and a red vest and a yellow hat and a white shirt and white stocking. He is looking at the sheep. He rests the long stick on the shoulder. The dog sits on the ground. He look at the sheep. He is around his line on the neck. The six sheep is standing on the ground. The sheep sits on the ground. There are eight sheep. The man is before the sheep. The two sheep eat the grass.

MARY BURTON, (of the 6th Class).

All the classes except those just mentioned were taught articulation before the introduction of Visible Speech into the school, and hence use articulation and lip-reading in recitation. Each class except the Sixth and Seventh, has received one hour's instruction daily in articulation and voice culture, using Visible Speech.

The Fifth Class has consisted of Ida Frost, Mary Andrews, Alice Forbes, Fanny Roby, Helena Merchant, Lyman Perley and Willie Munger. They have had reading, spelling, asking and answering questions, writing description of pictures, arithmetic, and with the fourth class have had lesson preparatory to geography.

I.

The turkey is in this picture. He walks along and very pretty. some eggs are in the round nest. They are four eggs. I can see a house near the turkey. some baby turkeys are in the eggs. By and by the eggs are broken. Some flowers are standing on the grass. I can see three flowers are on the turkey's head. The flowers are on his head. what for because God made the turkey. I like the turkey very much because he is a very good turkey. I do not like the peacock because he is a very cross and angry peacock. Before I was a small girl. A large peacock ran to me and bite my dress because I was very frightened I cannot see the peacock ran to me and I cannot heard to the peacock because he was a bad peacock.

IDA FROST.

II.

Yesterday was a lovely day. We came to school all day. In the afternoon I sewed my dress because my dress is too short. Miss Elder told me you must tell Edna Root to come to me Edna Root's father came to the girls' house. Edna Root's father love her very much. She was cried. I do not know what is the matter with her. Edna Root told me she had many nuts and orange and large cents and small cents. After supper The children went in the woods. I poured the water in my garden. Bertha and Mary Josie and I did not know where is Miss Elder? I think she went in the woods. I found Miss Elder and came home. Josie Ward told Miss Field where is Miss Elder? Miss Field told her Miss Elder went down hill in the woods. Bertha Josie Mary and I ran very fast. Josie Ward was first because she knows where is Miss Elder. I found very along. I picked some flowers. Some of the children gave some flowers to Mrs. Bardwell. My brother sent me some money in the letter. Jennie wrote a letter to me. We went to bed

FANNIE ROBY.

June 3, 1873.

The Fourth Class has consisted of Etta Morse, Kittie Minor, Harry Nevers, Allie Ellsworth, Harry Ward and Jacob Kleinhans. The exercises of this class have been nearly identical with those of the fifth class. Both have had letter writing every three weeks and in Sabbath School have formed one class.

I.

I can see a picture of a small young birds and bird. The small young birds are on the nest. The mother bird is talking at small young birds. There are four young birds and one mother bird. The small nest is on the tree. I think the nest is very pretty. The small young birds are sing. The mother bird is on the tree. The mother bird and young birds are yellow. The tree is drab. I think the small young birds are cry very hard. The mother bird go to fly. I think the small young birds and mother bird are very pretty. The leaves are green. The tree is crooked. The small young birds cannot fly. The tree is very old. The mother bird is very tired. The mother bird is looking the small young birds. I think the green leaves are very pretty. The small young birds are sleep by and by.

KITTIE MINOR.

Jan. 1873.

II.

I can see a man and his sheep and dog. The little lambs are behind the sheep. We cannot see them because they are behind. I think the man will kill the wolf because it eat lamb or sheep. They are very poor I like to shoot the wolf. I think the dog will bite with the wolf. It will be ran way by and by. I can see the other large sheep has large horns. It are around. I think they are not lamb. There are eight sheep in the picture. They are white. Sometime the other sheep are black. The man holdes the long pole. I cannot see the wolf. They all are lieing, sitting, sleeping, standing, looking and playing &c. The dog is lying down on the grass by side of the man. I think it help the man bite the wolf. The man is called the sheper. I think the marker will kill some of them. They are eating the grass. The sheper loves them very much. He wears his white shirt and red vest, gray pantaloons and yellow hat. The sheep's wool is made of eraser. I think the goat is stronger than the sheep. The man leans on the tree and watch the some-thing. I think they all are live in Europe. They are not fun. The many leaves are on the branches. It is summer. I like the dog and lambs and sheep. I think the name of the dog is Bruno. Some of things will came bite and the man will kill some things with his long pole. it leans on his shoulder I can see the other sheep's mouth is open.

JACOB KLEINHANS.

The Third Class has consisted of Josie Ward, Harry Jordan, Alfred Kirwin, John McNeil, Eddie Jaggar and George Bradley. They have had daily exercises in reading, spelling, arithmetic, both mental and written, geography and manual of commerce. They have written a daily journal, sometimes written little stories and at other times have reproduced stories they have read. In Sabbath School they have had lessons on the Life of Christ.

I.

STORY.

Once Sunday afternoon a man walked with another man in the street. He talked to him about things. I suppose he was angry to him. Pretty soon another man pushed him and he fell down on the side of the brick house with his head. Some people were in the house and opened the window and saw him. A gentleman gave him some water to drink. Another man sat on the ground against the side of the house. Some people thought the man was not dead. He was dead. Many people ran to see him. By and by a policeman came to see a man was dead. He said Who killed him. Another gentleman pointed up his arm at the man. A policeman caught the man and walked along the street to the prison to put him in prison. Two men were carrying the man to his house. His grandfather saw him and he was crying for him. He was very sorry that he was dead. One day the man went away from the prison in the morning.

JOHN MCNEIL.

II.

There are four birds in this nest. I think they are very pretty. The nest is on the tree. I think They have some eggs in this nest. I think the color of the eggs is blue. The mother bird is on the tree. I think the mother bird want to fine some worms to eat some dinner. The tree are very pretty. They have some leaves on the tree. The color of the leaves is green. The baby birds wants some worms to eat. They like the worms very much. The baby birds is singing very nicely. The mother bird want to go in the nest to stay with her baby bird. The baby bird are very glad that her mother bird is come to stay with her. They do not like to have her mother bird to go away from her. because I think she is afriad that the eagle will kill him. I think the mother bird want to go out to fine some worms. I think the mother bird will go and fine some worms very soon. I think if the mother bird is gone away from her I think the baby bird will go to sleep in the nest. I like to see the baby bird very much, because she is very pretty. They are not homely. The mother bird is not like to have the baby bird to be cold but she like to have the baby bird to keep warm. The baby bird is not like to have the eagle to kill him. she is much afriad of the eagle. The baby bird will be died in the winter. The color of the birds is yellow and black. I think the yellow bird are very pretty. I think the mother bird is very good to the baby bird.

EDDIE JAGGAR.

Jan. 1873.

The Second Class has consisted of Hattie Bryant, Emma Whittier, Ella Towle, Bertha Howes, Joseph Baker, Frank Bowers, George Holland, James Allen, M. J. Keogh, Edgar Mason, George Sawyer, Walter Morse, Arthur Keith and John Y. French. They have studied mental and written arithmetic, geography, history of the United States, elementary physiology and Manual of Commerce. They have read in Hooker's Child's Book of Nature, and have had daily object lessons and exercises in language. Their Sabbath School lessons have been on the Miracles of Christ.

I.

STORY OF HORACE.

One day Horace's mother helped him to dress and sent him to school, when he was walking along he saw a flock of geese, he ran and drove them to the river. He went on the bridge and saw a pretty small green boat and thought himself that he wanted to catch some geese. So he went in to the boat and rowed on the river and tried to catch the geese but he could not. The river pushed the boat along way. He tried to row back to the land but he could not because the river flowed so rapidly at noon his brother came home from school to eat his dinner. His mother told him where is Horace. The boy said that he had not been in school this forenoon. His mother sent some men to find Horace. Horace was in the boat all day and night in the night it rained. Horace got very wet and died for shelter. One man wanted to go fishing he saw a boy died in the boat and took him home. His mother was surprised, she felt very baly. Horace disobeyed his mother.

WALTER MORSE.

II.

NORTHAMPTON, May 28th, 1873.

MY DEAR PARENTS,

I am glad that the school will close in nearly two months. I think that I shall go to Springfield again. It is now very warm in Northampton. I hope that mother will like the U S by and by. I think that mother does not know very much about the U S A. Probably in a few years the U S A will become more beautiful and powerful than Great Britian. Perhaps it will be the powerestful country on the surface of the globe. I wish I was an American for I like America better than Great Britian. Great Britian is a great thief. In the Revolutionary War the British were conquered by the Americans. So it had to be at peace. I think that the Am's are stronger than the British, because Great Britain was defeated. Which do you like the best the King or Queen of England or the President of the United States. I like the President of the U S the best. My seeds are growing now I planted many different kinds of seeds. I will tell you the names by and by. Almost all of the children have more seeds than I have. When they grow up they will be very beautiful flowers. If you cannot receive a letter from Mr. Morrison tell me how to direct a letter to him and I will tell him to write one to you. Last Sunday a gentleman and lady came to see me. The gentleman's name was Mr. Thayer and the lady Mrs. Thayer. they came from Milton. Please write a letter to me before two months because the school will close, then I will tell you how to direct a letter to me, Names of my seeds. Calliopsis, Marigold, Phlox Drummondii, Morning Glory, Scabiosa, Cockscomb, Balsam Sweet Basil, Water Melon Mountain Sweet, Yellow Tomato, Bachelors Button, Indian Sbobe, Aster Peony, Petunia.

Your affectionate

JOSEPH BAKER.

The First Class has consisted of Alice Field, Emma Macomber, Josie Ware, Isabel Porter, Wilson Langdon, James Burbank and Hubert Titcomb. Emma Macomber entered as a new pupil, not having attended school since she became deaf at ten and a half years of age. Her mother talked with her by means of the two hand alphabet. As we make no use of manual alphabets, lessons in lip-reading were at once begun,

but for the first month's communication with her we depended largely upon writing. The use of this was gradually lessened and within two or three months it was very nearly, if not quite, abandoned. In arithmetic she was far behind the class, but by diligence and extra instruction at the end of five months she was able to go on with them. During the year they have studied decimals, denominate numbers including the metric system, principles of percentage with commission and brokerage, taxes, insurance, profit and loss, duties and customs. They have completed physiology, botany, zoology, mental arithmetic, manual of commerce, Grecian and Roman History. Four of the class began natural philosophy this year, while the other three continued the study of chemistry. Three of the class began Latin. All have been reading United States History and have had weekly lessons on the topics of the day and in composition. In Sabbath School they have taken up Bible History as far as the Book of Ezra. This class will probably graduate after two years further instruction.

I.

MY VISIT TO BANGOR.

About two years ago I returned home from school for eight weeks vacation. During my vacation I spent my time in travelling from place to place to enjoy myself for pleasure, and some of the time I staid at home with my father, mother and sisters. My mother had a little baby, a week old. It was born on the 8th day of August. That is the same day that my father was born thirty nine years ago. I staid at home for two weeks. On Monday Aug. 20th I started to leave home and my friends bid me a farewell good bye, and they missed me very much, and in a moment the stage stopped at our house, and I got in it and rode off. My trunk was already put on the back side of the stage. I rode four miles in the stage. I was both glad to go to Bangor and sorry to leave home and my dear friends whom I have not seen much during the two weeks vacation.

I rode through woods, and I passed by a few houses and many hills. It took the stage to carry me from my father's house to the depot about half an hour. I got out at quarter of nine and bought a ticket and check and waited ten minutes for the train to go to Boston.

I got in one of the passenger cars but not in the smoking cars. I rode 24½ miles from Norfolk to Boston. It was about quarter past 8 when I leave home and between ten and half past ten I reached Boston.

We passed through few bridges, many hills villages and rivers. While I was walking along on the platform in the depot, a hack called me and I gave him my check and told him to carry my trunk to the wharf where the other things go to Bangor. I went to the store and I bought several things and then after I have been to the stores, I went to the St James Hotel on Franklin Square and I ate my dinner in there.

After dinner I walked away to the Boston Common and Public Garden. I met a friend there whom I knew very well, and we walked around the flower

beds, fountains and statues. We found a nice seat and sat down on it and watched the water sprinkled from the fountain grounds, we also conversed. I got tired of this place and we got up and walked away to the pond, and a man invited us to ride in a boat and we did go. We rode in it for half an hour and watched the ducks swimming and diving, some of them were walking along around their houses on the ground. When the clock struck four, we were already to leave the Public Garden and go to the station on the wharf. We rode there in a coach, when we got there my friend went away to New York to visit his relatives. I waited there till a steamboat by the name of Cambridge came. I started at 5.00 P. M. My trunk went off with me, and I sat down on a seat out of doors and watched the blues of the water and also the white silvery foams. There were waves but they were not high.

I looked on the water a long time, and thought of my dear home and wished that I was there and not go to Bangor at all; for I was lonely.

Very soon a servant came and asked me if I wanted any supper, and I said "yes," so I went and ate some. Then after eating my supper I went back to the same place where I was before supper. A few young ladies and gentlemen came and conversed with me. At 9 o'clock I retired to bed. I slept in a berth with handsome lace curtains or spreads over the side of the berths and there were also lace curtains on the windows, pictures hung on the walls and velvet carpets on the floor. I slept pretty good that night; but I dreamed of my pleasant home, and thought that I ought not to come. I came because a friend invited me to come and see her sister married. I did not get up that morning till six o'clock. I ate my breakfast and I went to the same place where I was in the night before, for a few moments the steamboat stopped at Portland, and did in several other places. I looked on the foams a long time and saw few ships and steamboats, many lighthouses and forts.

At noon I saw the view of Bangor which was very pretty, and I saw my friends waving thier handkerchieves and I did the same to let them know that I have come to visit them before school began. I reached the wharf there in about five minutes, I dined at the Hotel and paid 50c. for it.

This is the end of my journey to Bangor.

BELLE E. PORTER.

July, 1873.

II.

"SUNSHINE."

'Twas a day in summer, warm and bright,
With the fresh wind blowing a gentle breeze :
And the song-birds taking an airy flight
From branch to branch, 'mid the cedar trees.

An old man sat in a cottage door,
His brow was furrowed with care ;
Beside him knelt, on the sanded floor,
His "Sunshine" bright and fair.

He called her so for she seemed so strong,
And made his heart rejoice,
With her gentle ways, and the warbling songs
Sung in her bird-like voice.

The sun, low sinking adown the west,
Gilded her silken hair so bright,
That the tresses rippling over her breast
Seemed bathed in a sea of light.

It lingered on the old man's hoary hair,
As white as the flakes of snow ;
And made the contrast strangely rare,
'Tween the aged and youthful brow.

As he gazed in her upturned, soul-lit face,
The haunting fear would come,
That one so filled with the heavenly grace
Was rapidly nearing home.

He sighed, as he passed his trembling hand
O'er her golden sunshine hair;
And thought of the beautiful angel band
Awaiting his darling there.

The golden streams of the bright sun's rays
Gave her face a spiritual glow,
It deepened the purple in her pansy eyes,
And whitened her brow of snow.

She looked so slender and ethereal fair,
The old man dropped a tear
On the hand he wound through the twining hair,
That crowned her head so dear.

Softly vanished, with tender glow,
The last faint rays of the setting sun,
The wings of twilight enwrapped them now,
And the eve of another day was come.

The old man looked at the fair young girl;
And breathed a heartfelt prayer,
As he toyed with a floating golden curl,
To God for his tender care.

It was growing late, the dark clouds came,
And the wind 'rose strong and high;
It blew in their faces the falling rain,
With the sound of a wailing cry.

Then the fair girl gently drew him away,
And tried with winsome glee
To drive the traces of pain away,
That touched her heart to see.

* * * * *

The old man sits at the cottage door,
Oft now on a summer's night;
But no one kneels on the sanded floor,
And he sees no "Sunshine" bright.

"Sunshine" has gone to the better land,
And 'tis twilight always now;
Theres no golden hair for his trembling hand
To smooth from the lily brow;

No bird-like voice to thrill his ear,
With its whispers low and sweet;
He listens vainly, but does not hear
The sound of her tripping feet.

The quick tears rush to his aged eyes,
As they turn with a lingering gaze
To the rosy, western, sunset skies,
Which he sees through a misty haze.

Would he wish her back to this world of woe?
Ah no! it is better there,
How happy she was, how glad to go
To the beautiful world so fair.

EMMA MACOMBER.

III.

THE HILLS.

How pleasant it is to climb about among the hills. One hill will be covered with a thick forest; and among the foliage of the trees are beautiful birds building their nests and singing merrily as they work. Beautiful insects are seen and heard on every side. Then every little way we find a rock covered with different kinds of pretty mosses. On another hill we find thick grass all filled with pretty wild flowers. There are the buttercups; the daisies; and among them are seen the delicate and beautiful butterflies, their wings so bright and pretty. We leave this hill and go to another which is much higher than the others we have just visited. We find it is covered with quite a thick forest; we climb to the top of this hill; all along our path we find bright stones and minerals. On reaching the summit we look straight before us and there see other hills or what we call mountains. We look below and there is a large river and a valley. The water of the river is rushing along to find its way to the ocean. We look behind us; and there is a pleasant village. We turn once more towards the river, and go slowly down toward it; stopping now and then to gather a delicate mountain flower, or to watch a tender mother bird feeding her young. Walking on a little farther we come upon a spring and the clear sparkling water is gushing out from the rocks and forming a little brook. As we follow this little stream we come to a place where the rocks rise out from the side of the mountain and as the water comes rushing along it falls over these rocks forming a tiny waterfall. It then goes on until it reaches the blue water of the river below. How beautiful and quiet it is among the hills and mountains, with only the singing of birds; the ripple of water and the rustling of the foliage of trees in the gentle breeze

JOSIE M. WARE.

June, 1873.

IV.

THE ANNIVERSARY OF MR. CLARKE'S DEATH.

Last Saturday July 5th was the anniversary of Mr Clarke's death; and we, the pupils of the Institution which he founded, commemorated it by decorating his grave with flowers. It was a beautiful morning, that on which we went to lay the flowers on his grave. We formed in line in front of the "Boy's House," Miss Rogers and Miss Yale lead the procession; two of the boys followed next, one of them bearing a beautiful crown of flowers; and the other a cross made of pansies, ferns and roses. Next, followed Miss Jones and Miss Potwin, the other teachers rode in the carriage. Each one of us carried a bouquet of flowers. We walked slowly down through Main St., farther on we passed the house where Mr Clarke made his home while here with us. Arrived at the cemetery; we passed in and walked on until we reached a small enclosure near the centre of the cemetery; here we paused. A few relatives of our dear friend had come before us to see his grave decorated. Miss Rogers and Miss Yale entered the enclosure and gently laid the flowers down. The crown was placed on the marble slab at the head of the grave and the cross, at the foot. His grave and that of his wife which is close beside were completely covered with these simple tokens of our love and gratitude. We then walked around the enclosure and saw the flowers lying there looking so beautiful; we turned once more and walked homeward, thanking God for the life of this dear friend who has done so much for us.

ALICE FIELD.

All pupils connected with the school have had instruction in drawing, the two youngest classes together in Kindergarten drawing half an hour daily, and the remainder of the pupils in free-hand drawing twice a week. The more advanced classes have practised designing.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, October 1, 1873.

Financial Statement of the Clarke Institution.

RECEIPTS.

Cash on hand September 1, 1872,	.	.	.	.	\$ 2,347 24
From the Fund,	.	.	.	.	17,619 51
“ “ State of Massachusetts,	.	.	.	.	10,180 65
“ “ Pupils,	.	.	.	.	3,765 00
“ “ Farm,	.	.	.	.	150 00
Total,	.	.	.	.	<u>\$ 34,062 40</u>

EXPENDITURES.

For Salaries and Wages,	.	.	.	.	\$ 8,585 31
“ Groceries and Provisions,	.	.	.	.	4,097 28
“ Furnishing,	.	.	.	.	732 37
“ Fuel and Lights,	.	.	.	.	1,951 18
“ Repairs,	.	.	.	.	1,116 10
“ Farm and Stable,	.	.	.	.	696 39
“ Incidentals,	.	.	.	.	1,346 66
“ Construction of a Store-house,	.	.	.	.	1,084 50
“ Insurance, (\$ 776 25 for 5 years,)	.	.	.	.	981 25
“ Interest,	.	.	.	.	2,054 49
“ Payment on debt,	.	.	.	.	7,998 51
Total,	.	.	.	.	<u>30,644 04</u>
Balance on hand Sept. 1, 1873,	.	.	.	.	3,418 36
Total,	.	.	.	.	<u>\$ 34,062 40</u>

Names, Residences, &c., of Pupils for the Year ending September 1, 1873.

Name.	Residence.	Time and Place of instruction before entering Clarke Institution.	Time of Entering Institution.	Age at Time of Admission.	Cause of Deafness.
Allen, James D.,	-	-	Sept. 1869	11 yrs.	Scarlet fever at 6 years 5 months.
Allen, Harry B.,	-	-	Sept. 1872	10 yrs.	Congenital.
Andrews, Mary E.,	-	-	Sept. 1870	11 yrs.	Congenital.
Baker, Joseph, -	-	-	Sept. 1871	13 yrs.	Scarlet fever at 5 years.
Benson, Margaret, -	-	-	Sept. 1872	9 yrs.	Scarlet fever at 2 years.
Bowers, Frank E., -	-	-	Oct. 1867	9 yrs.	Unknown, before 2 years; partially deaf.
Bradley, George M., -	-	-	Jan. 1871	10 yrs.	Cerebro-spinal meningitis at 8½ years.
Bryant, Hattie L., -	-	Public School.	Sept. 1870	15 yrs.	Serofula at about 2 years; partially deaf.
Burbank, James P., -	-	1 year before he became deaf.	Sept. 1869	9 yrs.	Scarlet fever at 6 years 8 months.
Burton, Mary S., -	-	-	Sept. 1871	10 yrs.	Scarlet fever at 4 years.
Cheevers, Matthew, -	-	-	Sept. 1871	8 yrs.	Injury of head at 3 years.
Coughlin, John, -	-	-	Sept. 1871	7 yrs.	Scarlet fever at 3½ years.
Ellsworth, Allie, -	-	-	Oct. 1867	7 yrs.	Unknown; at 2 years.
Field, Alice, -	-	-	Sept. 1871	18 yrs.	Scarlet fever at 10 years.
Forbes, Alice V., -	-	Public School.	Sept. 1871	8 yrs.	Cerebro-meningitis at 18 months.
French, John Y., -	-	1½ yrs. at Boston School for Deaf Mutes.	Oct. 1867	5 yrs.	Unknown; partially deaf at 2 years.
Frost, Ida L., -	-	-	Jan. 1871	14 yrs.	Scarlet fever at 3 years.
Gates, Anna, -	-	-	Sept. 1872	8 yrs.	Scarlet fever at 4 years.
Harmon, Lilla M., -	-	4 months before she became deaf.	March, 1873	7 yrs.	Scarlet fever at 6 years.
Hoves, Bertha, -	-	-	Oct. 1867	5 yrs.	Congenital.
Holland, George H., -	-	Public and Private Schools.	Sept. 1872	14 yrs.	Diphtheria between 3 and 4 years of age.
Jordan, Harry, -	-	1 year at Chelmsford.	Oct. 1867	9 yrs.	Congenital.
Jaggard, Edwin B., -	-	-	Sept. 1868	5 yrs.	Meningitis at 3 years 10 months.
Keith, Arthur, -	-	1 year at Chelmsford.	Oct. 1867	7 yrs.	Unknown; at 2 years.
Keogh, Michael J., -	-	-	Nov. 1867	9 yrs.	Scarlet fever at 5½ years.
Kenney, John S., -	-	Parts of 2 years in the Boston School.	Sept. 1872	9 yrs.	Unknown; at about 4 years.
Kenney, Julia, -	-	-	Sept. 1872	6 yrs.	Congenital.

Order of the Day at the Clarke Institution in Winter.

Rise,	-	-	-	-	-	-	-	6	A. M.
Housework,	-	-	-	-	-	-	-	6½	A. M.
Breakfast,	-	-	-	-	-	-	-	7	A. M.
Devotional Exercises,	-	-	-	-	-	-	-	8¾	A. M.
School,	-	-	-	-	-	-	-	9 to 12	A. M.
Dinner,	-	-	-	-	-	-	-	12¼	P. M.
School,	-	-	-	-	-	-	-	1½ to 3½	P. M.
Girls sew, larger boys work in carpenter's shop,	-	-	-	-	-	-	-	3½ to 5	P. M.
Supper,	-	-	-	-	-	-	-	5½	P. M.
Study hour and prayers,	-	-	-	-	-	-	-	6½	P. M.
Retire,	-	-	-	-	-	-	-	8	P. M.

The younger children retire at 7 P. M.

SUNDAYS.

Study the Sabbath school lesson one hour.

Attend various churches with the teachers and attendants.

After dinner walk for an hour.

Sabbath school lessons with the teachers in the afternoon.

In the evening the second and third classes devote from one to two hours to reading and devotional exercises.

The first class attend religious service conducted by one of the teachers in the following manner—

Scriptural Invocation.

Psalm.

Collect, Epistle and Gospel for the Day.

Hymn.

Sermon.

Extempore Prayer.

Silent Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.

Terms of Admission.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred and fifty dollars a year; for tuition alone, eighty dollars; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law on next page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning: and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

(CHAP. 300.)

AN ACT RELATING TO DEAF MUTES.

Be it enacted, &c., as follows :

SEPT. 1. No beneficiary of this Commonwealth in any institution or school for the education of deaf mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

SECT. 2. This act shall take effect upon its passage. [*Approved May 17, 1871.*]

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SEVENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes,

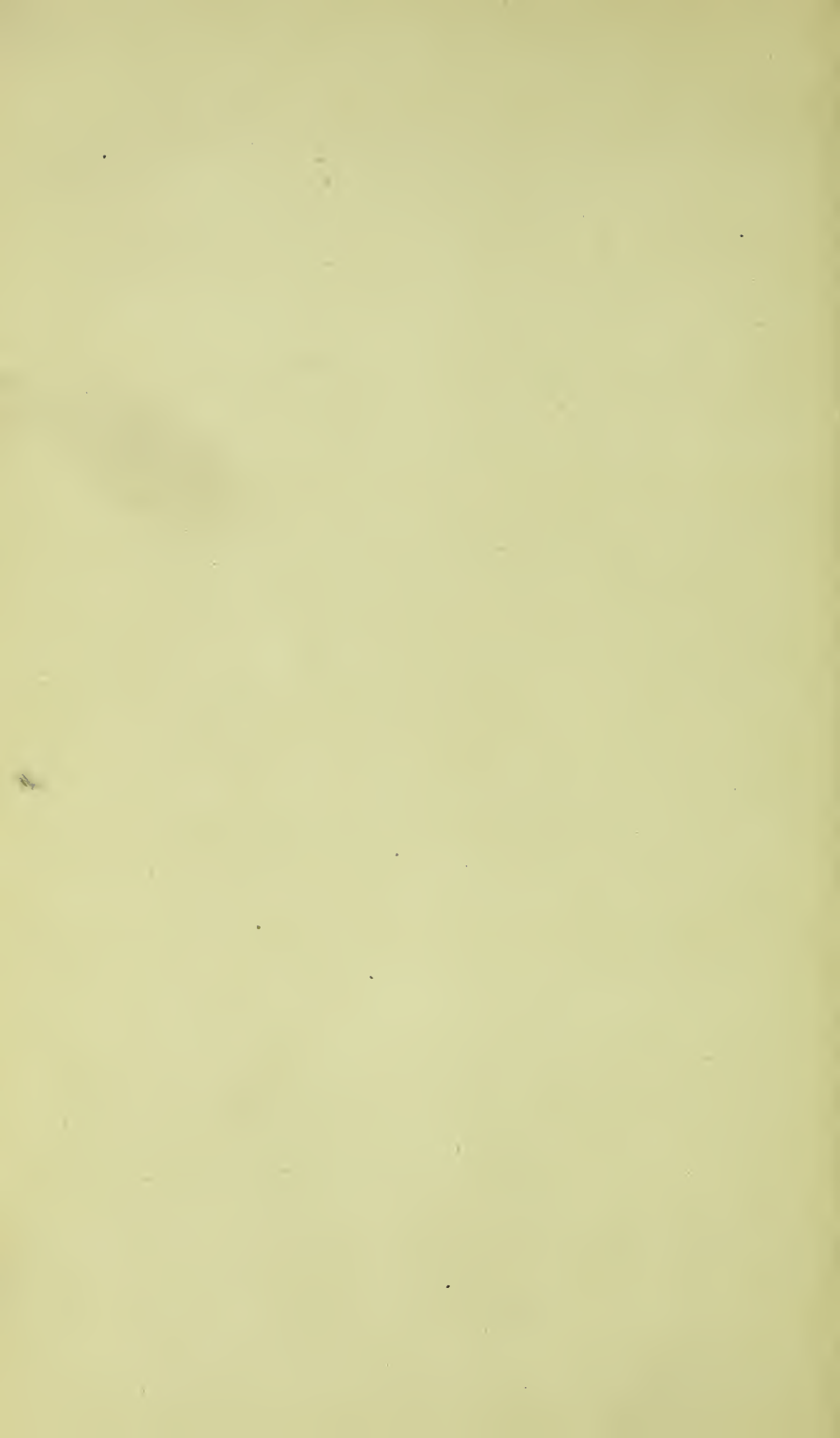
AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1874.

NORTHAMPTON :
GAZETTE PRINTING COMPANY.
1875.



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1873/74

Clarke Institution for Deaf Mutes, AT NORTHAMPTON.

Members of the Corporation.

GARDINER G. HUBBARD, Boston, *President*.
THOMAS TALBOT, Billerica, *Vice President*.
JAMES B. CONGDON, New Bedford, *Vice President*.
SAMUEL A. FISK, M. D., Northampton, *Clerk*.
WILLIAM ALLEN, Northampton.
OSMYN BAKER, Northampton.
LEWIS J. DUDLEY, Northampton.
JULIUS H. SEELYE, Amherst.
GEORGE WALKER, Springfield.
HORATIO G. KNIGHT, Easthampton.
F. B. SANBORN, Concord.
J. HUNTINGTON LYMAN, Northampton.

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, *Chairman*.
GARDINER G. HUBBARD.
WILLIAM ALLEN.

JULIUS H. SEELYE.
F. B. SANBORN.
THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, *Chairman*.

J. HUNTINGTON LYMAN.

WILLIAM ALLEN.

BUILDING COMMITTEE.

J. HUNTINGTON LYMAN, *Chairman*.

Principal.

HARRIET B. ROGERS.

Instructors.

CAROLINE A. YALE, *Associate Principal*.
HARRIET A. JONES, *Special Teacher of Articulation*.
MARY E. POTWIN.
MARY P. BARDWELL.
RUTH WITTER.
CLARA F. LEONARD.
E. EMMA GROVER.

Steward.

HENRY J. BARDWELL.

Matron.

AGNES S. GOULDING.

Assistant Matron.

MATILDA McINTOSH.

Attendants.

LIZZIE ELDER.

MARY A. FIELD.

Master of Cabinet Shop.

WILLIAM H. NOWELL.

Farmer.

REUBEN ROBINSON.

Report of the Corporation.

To the Board of Education :

GENTLEMEN : The Seventh Annual Report of the Clarke Institution for the school year, ending Sept. 1, 1874, is herewith submitted.

The whole number of pupils at the date of this report (Oct. 10), is 59, against 63 a year ago. No new class was received at the commencement of the present year, from lack of room.

Our first class will graduate the present year, but even with the vacancies thus made, there will be little more than room enough to accommodate those who may wish to enter existing classes.

There is no Institution in the country which excels our own in healthfulness and beauty of situation.

The general arrangement in respect to buildings differs from that of other institutions for the deaf. In other schools, all are quartered in one large building ; school rooms, chapels, dormitories, dining hall, and play rooms are under one roof. We have one building for the chapel and school rooms, another for the girls residence, where both sexes meet for their meals, and another for the boys. This plan is undoubtedly more expensive than the other system, both in the first cost, and in the current expenses ; but we believe this is more than over-balanced by greater safety from fire, and by the great advantage of furnishing most of the pupils with separate rooms, instead of gathering them into one large dormitory.

The debt during the year has been reduced to \$16,000, and we trust will soon be entirely paid off. It will then become our duty to decide whether we shall enlarge the school by additional buildings. If we erect a new building, it will be for the younger

pupils who, on many accounts, it is very desirable should be in a building by themselves.

The list of the deaf mutes of Massachusetts, which was partially prepared by Mr. Sanborn a year ago, has received additions, and is now kept at our Institution. We trust that all who have any knowledge of deaf persons, not included in the list, will inform us, and any inquiries will be answered by addressing the Clarke Institution. According to this list, there are over seventy-five children in our own State who are not under any proper instruction.

The system of Mr. Bell has been carried on successfully during the past year, and is still regarded as a very valuable auxiliary to our method of instruction. The progress of the school in mental culture, and articulation, though without any marked characteristics, is believed to compare favorably with that of former years. The health of the pupils has been generally good.

We have never referred to the religious exercises of the school, and hence some persons have supposed we had nothing of the kind ; but all who have attended these exercises have found them among the most interesting of the school. All the older pupils gather every morning in the chapel, where a short passage of the Scriptures is explained and applied, followed by extempore prayer. With the younger pupils, there is a shorter and simpler devotional exercise. On the Sabbath, the older pupils are assembled for worship. The service commences with the reading of a portion of the beautiful liturgy of the Episcopal church. All rise and repeat the selection aloud ; hymns are read and repeated in the same way, from a collection prepared for the purpose. Then the little congregation are addressed by the teacher, seated before her—every eye intent upon her face ; these young souls receive through her the lessons of a Father's kindness and a Savior's love. Literally from her lips comes the message of love and redemption. She speaks precisely as she would had all present the ability of hearing possessed by herself. Yet these pupils understand the message, and there is true, though, to them, silent worship.

The Cabinet shop has been in operation the whole year. Twelve of the older boys have spent three hours there each day, and have made great proficiency ; seven younger boys have worked an hour and a half each day. The work in the shop

makes a part of the training of the boys. In expectation of no pecuniary profit, as the result of their labor, we believe it will help forward their general education, and will contribute towards preparing them for future usefulness.

A convention of the instructors and friends of the deaf mutes of this country and of Canada was held at Belleville, Ontario, in July last. This Institution was represented by its President, Mr. Sanborn, the Principal, and Miss Jones. The exercises were all of deep interest, and exceedingly gratifying to the friends of the deaf. The discussions at this meeting developed the fact that articulation is taught to a greater or less extent, in most of the schools, and even where it is not taught, increased attention is paid to the instruction of the pupils by language. Dr. Peet, the able principal of the school for the deaf at New York, reported at the convention that for two years he had been training a class without the use of signs in the school room, but simply by the manual alphabet and writing, and with better results than by the old method ; also that he was preparing a book auxiliary to his new method of instruction.

Our thanks are due to Dr. Fisk, for professional services ; to the Connecticut River, Boston & Albany, and New Haven and Northampton Railroads, for carrying members of the Institution at reduced fares ; also to Messrs. Marsh, and Slate & Baker, for goods sold at a discount. We are under obligation to the publishers of the Hampshire Gazette, the Northampton Free Press, the Christian Banner, Child At Home, Apples of Gold, the Deaf Mute Journal, the Deaf Mute Chronicle, Deaf Mute Pelican, Kentucky Deaf Mute, Whipple's Home School Journal, Our Record, and Dumb Animals, for the gratuitous contribution of their papers to our Institution the past year ; also to friends for St. Nicholas and the Woman's Journal during the year.

Attention is invited to the report of the Principal, the financial statement, the list of the pupils, and the prescribed daily routine, published herewith.

For the Corporation,

GARDINER G. HUBBARD, PRESIDENT.

NORTHAMPTON, October 10, 1874. .

Report of the Principal.

To the Corporators of the Clarke Institution :

GENTLEMEN : The following Report is submitted for the year ending September 1, 1874. The first half of the year the school numbered sixty-four, the last half sixty-seven, while the number of different pupils during the year has been sixty-eight. Of this number twenty-one were semi-mutes, some of whom retained very little language—scarcely more than disconnected words ; while ten of these could neither read nor write when they entered school. Seven pupils were semi-deaf, only one of whom could read or use connected language on entering. Instruction in articulation has saved the other six from being classed among mutes. The same might be said of six of those now classed as semi-mutes. In this way, our institution has the reputation of having a much larger proportion of semi-mute and semi-deaf pupils than any other. It seems very desirable that there should be more uniformity among the various institutions in the country in reporting the status of pupils upon entering school.

During the year, seventeen new pupils have been admitted, namely :—

Robert M. Riddle, Philadelphia (sixteen years old), deaf at seven years.

Samuel D. Garcelon, Lewiston, Me. (fifteen years old), deaf when nearly eight years of age.

Frank A. Aiken, Galveston, Texas (fourteen years old), deaf at twelve years.

Edna J. Howes, Dennis (fourteen years old), deaf at ten and a half years.

Horace H. Jacobs, Springfield (thirteen years old), deaf at twelve and a half years.

J. Daniel Nichols, Lynn (eleven and a half years old), deaf at eleven years.

[The above mentioned retained speech and entered existing classes.]

George R. DeLaite, Easton, Me. (eleven years old), deaf at one year.

Walter Hilts, Northampton (seven years old), deaf before seven months of age.

Edith F. Houghton, Worcester (eight years old), deaf at two years.

Erwin G. Loomer, North Brighton (seven years old), partially deaf before ten months of age.

William H. McDonald, Gloucester (eight years old), deaf at three years.

Nellie F. Tucker, North Brookfield (ten years old), deaf at six months.

Alice A. Upham, Salem (seven years old), deaf at thirteen months.

Edith F. Shepherd, Rochester, Ind. (six years old), deaf at four and a half years.

Ellen Etta Lincoln, Worcester (five years old), deaf at four years.

Carlton J. Underwood, Ayer Junction (six years old), deaf at five years.

George E. Zimmer, Lowell (six years old), deaf at five years.

[The last four retained speech to some extent.]

The Seventh Class has consisted of the seven new pupils who were not semi-mutes, together with three who entered previously. They have been taught articulation through Prof. Bell's System of "Visible Speech," to which an hour and a half a day has been given. Their mental development has been carried on through writing. They have had instruction in writing, forming sentences, in numbers and in reading descriptions of objects and pictures. They have also had the Kindergarten exercise of laying rings and sticks, and Kindergarten weaving and drawing.

The Sixth Class has consisted of Julia and John Kenney, Harry Allen, Anna Gates, Thomas Sheahan, Matthew Cheevers, John Coughlin, Emma Russell, and George Lord. This class also has

been taught through "Visible Speech" and writing. After another year's instruction in this way, it is expected that speech and lip-reading will be used in this class in its general development. Experience only will decide how much time can profitably be spent with "Visible Speech," before making articulation practicable as a means of communication ; but the results thus far obtained are so encouraging as to lead us to continue the experiment longer. We are very grateful that so important an aid as "Visible Speech" has been given us in our work of teaching the dumb to speak. This class has had daily reading lessons ; has written descriptions of objects and pictures, and a daily journal ; has had also lessons in numbers and in Kindergarten drawing.

SPECIMENS OF COMPOSITION.

[All exercises of pupils in this Report were written without suggestion, and remain uncorrected.]

I.

The man carries the book. He wears a green coat and white pantaloons. The book is green. The man walks on the ground. By and by he will go to the house. The wind blows the tree. The book is square. The man holds it in his hand. The branches are straight. The man wears a small hat. He has the hair on the face. He has small finger. I think he buy the new book. He has long legs. He stands on the ground beside the grass. The hat is round.

JULIA KENNEY.

[Eight and a half years old; born deaf; under instruction two years.]

The Fifth Class being diminished by promotion, was too small to be continued as a class, and has therefore been merged in the sixth class. The last half of the year, four little semi mutes have constituted the fifth class : Edith Shepherd, Etta Lincoln, Carlton Underwood, and George Zimmer, children six years of age and under. They could not be classed with the sixth nor seventh classes, as it was of great importance that they should use speech and lip-reading from the beginning of their school course. Visible Speech will be used with them later. The degree of speech retained by these little ones varied from scarcely more than disconnected words by one, to well connected

language by another, so that a good classification was impossible, although nominally forming one class: The readiness with which these little semi-mutes have acquired the signs of the pupils who cannot yet talk, and their consequent tendency to drop speech, make us feel more strongly than before, that whenever separation is possible, semi-mutes should not be associated with congenital mutes, at least, during the first few years of instruction. We hope the time will come when we shall feel justified in having a separate department or school, for all but semi-mute pupils, during their first three or four years of instruction. The expense of such an arrangement is the chief obstacle in the way at present.

The Fourth Class has consisted of Fanny Roby, Helena Merchant, Alice Forbes, Etta Morse, Ida Frost, Mary Andrews, Lilla Harmon, Mary Burton, Kittie Minor, Lyman Perley, Willie Munger, Allie Ellsworth, Harry Ward, and Jacob Kleinhans. They have read in Abbot's "Learning to Talk," in "Pictures for the Nursery," and in "The Easy Book for Little Children"; have studied Geography, Mental and Written Arithmetic, forming two divisions for the latter; have begun lessons on the "Parts of the Human Body," and on subjects treated in the Manual of Commerce. They have occasionally written a journal and descriptions of pictures, and have had weekly instruction in Sabbath School. This class and all above it have each had an hour's instruction daily in articulation and voice culture, using "Visible Speech."

I.

This picture is represent of two girls.

The little girl is very sick. She did not go out doors. She was sleeping. Another girl went up stairs and carried a plate and tea. A little girl awake. The other girl give some tea and egg and bread. She cut the egg for the little girl. A little girl holds the cup in her right hand, the other hand hold the saucer in left hand. The other girl is looking at her sister, her sister is talking to her. Her sister is sitting in her bed. It is very pretty. Her bed is a small because the little girl is a very small girl. I think her sister is very sorry that the little girl is very sick. I think she will be well a few days. When she had ready eat, I think she will play with her doll or sleep in her bed. Her sister will go down stairs and wash the cup and saucer and plate. I can see a doll sit in the box. I can see blue and red ribbons in the box. I can see a blue hat on the chair. I think It is

very pretty. Her sister resembles a woman, because She wear button dress. I think the little girls har are red. I remember when I was a very small girl. I had a small cup and saucer. I played with them for supper. I do not know who gave them to me. I think my mother bought them for me. It was broken. I think the little girl will go out doors to-morrow I think she is very glad that she is going to play out doors.

MARY BURTON.

[Thirteen years old; deaf at four years; lost speech; under instruction three years.]

II.

This is a picture of a poor man and a girl. The woman stands near the poor man. I think the girl's name is Etta Little. The woman put the money on the man's hat because he was a very poor man. The dog is very near the girl. I think the woman is very kind to the man because she gives the money to the man. I saw the a boy struck on the wall with his stick. It is in the winter because I saw the top of the house is on the snow. A girl holds her basket I think some food are in the basket. I saw many birds flying on the top of the house. If I go out to play very hard and it will make me very warm. A poor man holds his cane I think he feels cold but I am not sure because he did not talking to me. The woman holds her baby. I suppose her name is Fannie or Harry.

FANNY ROBY.

[Twelve years old; deaf at fifteen months; under instruction four years.]

III.

DESCRIPTION OF A PICTURE.

I can see a very pretty picture of a little girl. I think she has just come home from school. She is opening the gate which is very large. She has got one hand on the gate and one hand on the post of the fence. The color of the gate and fence is white. The gate has a bar across it and one bar upon the higher part of the gate and two on the lower and two by the sides and several little bars in the middle. The post is higher than the little girl is. I can see a part of one step. I can see some sunbeams in the path. There are several trees behind the little girl. She seems happy. There is something on the fence that I cannot see very well. I think it is a doll. I can see a little grass around the little girl. The little girl has a pink sun-bonnet, a black sack trimmed with some red braid, a green gingham apron, a yellow dress, a pair of white stockings and bronze shoes or yellow shoes. Her hair is black. The sun is shineing on her face. I can see the blue sky peeping through the trees. It is summer in the picture. I think pictures are very pretty in summer. This picture is painted. It is in a frame. I think the picture belongs to Miss Grover. The trees have green leaves on them. I should like to live in such a house. I think the little girl does perhaps she does not I can see the latch of the gate. The

little girl looks as if she is going to tell her mama something. She swings the gate on its hinges. How I should love to live in such a place.

LILLA M. HARMON.

[Nine years old; deaf at six years; under instruction two years.]

The Third Class has consisted of Josie Ward, Harry Jordan, Alfred Kirwin, John McNeil, George Bradley, and Daniel Nichols. They have studied Mental and Written Arithmetic, Geography, Elementary Physiology, and Manual of Commerce. They have written a daily journal, and twice a week have written or reproduced a story. In Sabbath School they have studied the Miracles of Christ.

I.

I am going to tell you about two horses who ran away and did not draw a wagon. One morning my brothers and sisters and I got up and dressed in our neat dressess for school. After breakfast we went to school and studied our lessons but I did not go because I worked for my mother. My mother told me to sweep the floor in the cellar. I said I could go over the city to see my cousins to morrow. I swept the cellar very nicely. I finished my work in the cellar and I went up stairs to the kitchen to drink some water because I did not drink some for a long time. I asked my mother if she wanted me to go over the city to see my aunts and cousins. She said yes I was in the kitchen to cook my dinner for myself. My mother heard the horses running away she told me that the horses ran away. I ran through the door to see them. They were black. Two men ran along the street and tried to catch their horses. I suppose that they led the horses to the barn and whipped them because they ran away. They were naughty horses.

ALFRED KIRWIN.

[Thirteen years old ; deaf at one year ; under instruction six years.]

II.

STORY OF A MONKEY.

One day a hunter told his wife that he desired to go to the thick woods. He went there and shot several birds and squirrels for himself. When he was thirsty he went to the small brook and drank some water. There were no houses and barns in these woods. He went to take a walk with a gun and was very tired and sat on the rock. Pretty soon a monkey sat on the branches of the tree and made a noise to him. He did not see it. It threw something at him and he did not know where it was. By and by he saw it playing with something on the branches of the tree and went to climb the tree and caught it with his hands. He went to sit on the rock and played

with it all the afternoon. When it was almost dark, he gave it some good eatables. It was very happy to live with him continually.

JOHN McNEIL.

[Fourteen years old ; deaf at four years ; lost speech ; under instruction six years.

The Second Class has consisted of Joseph Baker, George Holland, M. J. Keogh, George Sawyer, Walter Morse, Frank Aiken, John French, Horace Jacobs, Bertha Howes, Edna Howes, Frank Bowers, Arthur Keith, Emma Whittier and Ella Towle. They have completed together Physiology, History of the United States and Manual of Commerce. When new studies were to be taken, it was evident that a division of the class must be made, not on account of its size, but because of the difference in the mental ability of its members. The first ten mentioned above, constituted the first division, the others the second division. The first division has completed the study of Zoology, the Geography of South America, Asia, and Africa ; the History of Asia and Africa ; has reviewed Denominate Numbers and completed Fractions.

The second division has taken Denominate Numbers and Fractions rudimentally ; has studied the Geography of South America and Asia, and Part II. of Hooker's Child's Book of Nature. Both divisions have had general lessons and weekly exercises in compositions. In Sabbath School, they have completed the study of the Miracles of Christ, and are now studying Old Testament History.

I.

A POOR BOY.

I will tell you something what happened to a poor boy. He had no father nor mother nor brothers no sisters. He was a poor boy. One day as he was walking along the street a rich man call to him, " Come here, " as he came across the road. A coach-man whipped the horses so that they could go faster to the depot and the horses ran over the poor boy, and the rich man saw hurt by the horses, so he took him to his nice large house, and put him to his own bed. And he was very sick with fever and hurt. Soon when the rich man was gone out of sight of the room where he put the poor boy. He died very quickly and he has gone to heaven to see his parents, sisters and brothers. And when the rich man came to his room, he thought the poor boy had gone to sleep, and he awoke him. He was dead, and he felt very badly, and he went to the house where the coffins are sold. He bought

one put the poor boy in the coffin. He was buried near the monument where his friends died. And the rich man went home and he think of him many times, because he loved him. He remembered him all the time.

FRANK BOWERS.

[Sixteen years old ; partially deaf before two years of age ; under instruction seven years.]

II.

THE FLOOD.

There was a large reservoir above Williamsburgh. A man who lived near the reservoir His name was Mr. Graves. In the evening he looked around the reservoir and thought it was right and strong. The next morning at breakfast he heard the noise and looked out of the window and saw the dam falling down. He kept his fastest horse in his barn. He went and mounted and rode to the village of Williamsburgh aud told the people that the flood is coming. He rode further and further and reached Haydenville and told the people that the flood is coming. His horse died. He got another horse. He did not run faster. When he looked behind and saw the flood almost overtaking him So he turned to another way and stopped there. He saved a great many lives. Some did not believe they have been drowned. Some one reached Leeds from Haydenville and told the people that the flood is coming. In Williamsburgh, Haydenville and Leeds have the factories, dams and houses were broken down. The flood spoiled the roads and meadow. Some are covered with dirt. In Haydenville were more houses carried away than Williamsburgh and Leeds. More than a hundred lives were lost Some people saved their lives. Some were frightened and became insane. Dr. Johnson and his family of Williamsburgh were drowned. Some people have no homes. The other people were generous and gave them clothes and food. Some factories were saved. The men will have to work and fixed them in order. I think the men are going to make the reservoir again. The man who takes care of it and watches it very carefully. Their property worth much money. That was the largest flood of New England States.

WALTER MORSE.

[Congenitally deaf ; under instruction nearly seven years.]

III.

STORY OF A SAILOR.

A man was once travelling in the streets of Paris, he met a boy of the age of fourteen years, he asked the boy if he saw a man with a donkey go through the street in which the boy was passing. Yes said the boy I saw him pass an hour ago. The man was so much pleased with the boy's happy face, he smiled and asked him what his name was, he said it was Walton Williams—he asked him where his father and mother lived. The boy said he knew no where, where they lived except in Heaven, the man knew that

the boy was an orphan. He afterward found that the boy was a sailor. This man was the captain of a large vessel. The man asked Walton Williams to come to his house—a week passed and the ship was to sail to the East Indies. The boy went on board with Captain Calbot for this was the Captain's name. After three days the ship passed Spain—in the afternoon a storm arose in which the ship was wrecked. All on board were drowned except W. W. he was captured by a Turkish vessel & was taken as a prisoner to Turkey—and was brought to the Sultan. The Sultan of Turkey was pleased with the boy and called him his son. W. W. did not like to stay with Turks so one very dark night he escaped to Spain. As he was endeavoring to flee to France he was shot by a Spaniard, and was buried in a cave among the mountains of Spain.

JOSEPH BAKER.

[Sixteen years old ; deaf at five years ; under instruction three years.]

The First Class has consisted of Alice Field, Emma Macomber, Josie Ware, Isabel Porter, Wilson Langdon, James Burbank, Hubert Titcomb, Samuel Garcelon and Robert Riddle. The last two entered at the beginning of the year and could not read the lips. This has been a hindrance to their progress and to that of the class.

The class have completed Applications of Percentage in Arithmetic ; United States History ; History of Europe, Middle-Age and Modern ; Physical Geography ; Philosophy ; Chemistry and Swinton's Language Lessons, and have had lessons on derivation of words. They have begun the study of Algebra and Geometry. They have had general lessons and exercises in composition.

In Sabbath School, they have had lessons from the Old Testament, beginning with the Book of Ezra.

I

THE WASTE OF WOOD.

In many parts of Europe and America, wood, which was formerly very plentiful, is becoming scarce. This is shown, for instance, by its diminished use as fuel in smelting iron. When one thinks of the enormous amount of fuel that an ordinary blast-furnace will burn in a year, and of the number of furnaces scattered over the iron-producing parts of Europe, this is hardly to be wondered at.

Both in Europe and America, parts of the country which once were forest-land, are now nearly bare, and it is well known that the climate is rendered dryer in proportion as the forests are destroyed.

Great waste of timber was, and is now perhaps, caused by "clearing" forest-land, burning the logs in heaps to get rid of them. Through care-

lessness, great fires originate, which burn over hundreds of acres and nothing can be done to stop them.

Wood is used for telegraph poles and railroad ties, and in many building operations where iron or stone would be more durable, though more costly at first.

Along some of the railroads of Pennsylvania, where they pass through the pine-forests, I have noticed that very many trees are cut down which are not removed but are left to rot.

The wood used in making fences decays very rapidly and after being used for this purpose, it can be put to no other use.

Finally, I do not think it will be very long before there will be a universal wood-famine, if something is not done to check the waste.

ROBT. M. RIDDLE.

[Seventeen years old ; deaf at seven years ; in school one year ; taught at private school and at home before entering here.]

II.

FOURTH OF JULY.

We rose up in the morning as early as usual, and after we had dressed ourselves, went out to the playground.

Some of the boys talked to each other of their hearing the firing of fire crackers while they were dressing ; Others who claimed to hear a little, said that they had heard the firing of a cannon, five times during the night ; and thought it must have been about midnight.

The bell rang to call us to breakfast, and we were obliged to go in.

After devotions, which always follow breakfast, we went to our rooms and did our work hastily.

The girls then came over, and we were ranged in a line, to receive our crackers, which were dealt out by two of the teachers.

Each of the large boys and girls received fire crackers but the younger boys and girls got torpedoes instead. Now we open our packages, and untie their wrappings, and set them free to do their work of destruction.

The boys applied fire to their crackers, and off they go some shooting off, and some bursting with such a horrible noise, making the girls shudder, and feel timid, while the boys scampered around the hot firing.

Some of the boys sat on the bars, and loaded their weapons with crackers, and shot them off over the heads of the heroes below. Presently the boys get down to pick up the scattered crackers which have neither burst nor were damaged. Now and then comes a yell from some fellow who has sat on a burning cracker without noticing it. Yet there is little bloodshed caused by burnes. At one time many rushed into the house to see a student whose nose hit by a comrades fist was bleeding badly.

Then, all rushed to see the band pass by. It marched by to the woods, to encamp.

We now go back and fire our crackers again but then there are some fellows who have got some fire crackers left in their pockets, so they are

ordered to fire them off. Presently we were called to dinner, after dinner we walked about the woods, picking flowers, some playing hide, and seek, and some soldiers &c.

Soon it began to rain so we all went into the house. After a while the sun began to send forth its rays. Presently the supper bell calls us to supper, a supper of bread, butter cake, and sauce but I left out the cake and sauce and made a hearty meal on the rest. After supper we went back to the house and dressed ourselves up very nicely to go up to the hall to play. We danced and played games as long as the managers thought proper, when they told us to go to our rooms and retire.

This we did but we were as weary and tired as any man could be.

Finis,

WILSON LANGDON.

[Fifteen years old : deaf at five and a half years ; partially lost speech ; under instruction eight years.]

III.

WHAT I SAW IN THE WOODS.

It is June—bright, beautiful June. A few days ago I went, at sunset, by a shady path, into the woods to enjoy the coolness and quiet.

After walking about awhile, I came to an old, mossy stump ; seating myself thereon I looked around, How very still it was ! the leaves on the trees waved slowly as though half afraid to disturb the quietness ; in the low shrubs, the delicate ferns and gracefully drooping grasses, only a close observer would detect the slightest motion. At my feet was spread out a soft carpet of bright, green moss. On the branch of a small tree near by, half hidden by the leaves which grew thick around it, was a little bird's nest made of hair. It was so high above me that I could not see the inside, and while I was watching and wondering if it contained young birds, there came a tiny brown bird with a cunning red cap of feathers on its head, in her mouth she carried a worm and as soon as she alighted on the nest, up popped four wide-open mouths into which the worm soon disappeared, then away flew the bird for more. Just then a large insect came buzzing past and alighted on a low bush near me ; it had four delicate, transparent wings, on each of which were three brown spots like drops of ink. I had not time to examine it closely for in a moment it darted away.

Glancing around for other objects of interest I caught sight of a little red squirrel sitting on the limb of a tree, holding fast in his paws a nut which he was nibbling ; after taking out the meat he dropped the shell and sat still for a moment eyeing me in the most comical manner, then up he went in a twinkling to the very top of the tree, and springing from branch to branch, from one tree to another he was soon lost to my sight.

At my feet lay a stone and a desire took possession of me to see what was under it ; so down I jumped from my perch and after much tugging and pulling succeeded in raising it, when Oh ! wonder of wonders ! there on the

ground were hundreds of ants and hundreds of tiny white eggs. The poor ants thus rudely disturbed rushed hither and thither as though distracted ; they grasped the eggs and rushed with them into their holes in the ground. I half regretted that I had raised the stone, it seemed almost cruel to disturb them just to gratify my curiosity.

In a very few moments every egg and nearly every ant had disappeared ; all was quiet again ; so carefully replacing the stone I left them, and observing that it was growing late bade " good bye " to the woods and returned home.

ALICE FIELD.

[Twenty-one years old ; deaf at ten years ; at school three years ; taught in public school before entering here.]

All the pupils have had instruction in drawing—the three younger classes daily in Kindergarten drawing ; the remainder of the school, graded according to their proficiency, have had semi-weekly exercises in free-hand drawing and designing, and the First Class during the last half of the year have taken the elements of Mechanical Drawing.

Respectfully Submitted,

HARRIET B. ROGERS.

NORTHAMPTON, October 1, 1874.

Financial Statement of the Clarke Institution.

RECEIPTS.

Cash on hand, Sept, 1, 1873,	\$ 3,418 36
From the Fund,	18,973 39
“ “ State of Massachusetts,	11,205 00
“ Other States and Pupils,	4,530 50
Donation,	1,000 00
Temporary Loan,	620 48
Total,	<u>\$39,747 73</u>

EXPENDITURES,

CURRENT.

For Salaries and Wages,	\$9,565 20
“ Groceries and Provisions,	4,901 80
“ Furnishing,	625 12
“ Fuel and Light,	1,639 16
“ Repairs,	1,158 42
“ Cabinet Shop,	2,802 98
“ Farm and Stable,	803 27
“ Incidentals,	895 47
Total,	<u>\$22,391 42</u>

SPECIAL.

For Construction of Cabinet Shop	\$3,665 13
“ Insurance (5 years),	1,046 40
“ Incidentals,	1,114 02
“ Interest on Debt,	1,576 12
“ Payment “ “	7,000 00
“ Amount due Fund,	501 49
Total,	<u>\$14,903 16</u>
Total Expenditures,	<u>\$37,294 58</u>
Balance on hand Sept. 1, 1874,	2,453 15
Total,	<u>\$39,747 73</u>

Names, Residences, &c., of Pupils, for the Year ending September 1, 1874.

Name.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of Entering Institution.	Age at Time of Admission.	Cause of Deafness.
Aiken, Frank A.....	Galveston, Texas.....	Public school before he became deaf.....	March, 1874	14 yrs.	Inflam. of brain with meningitis, at 12 yrs.
Allen, Harry B.....	Essex.....	.....	Sept. 1872	10 yrs.	Congenital.
Andrews, Mary E.....	Salem.....	.....	Sept. 1870	11 yrs.	Congenital.
Baker, Joseph.....	Milton.....	.....	Sept. 1871	13 yrs.	Scarlet fever at 5 years
Benson, Margaret.....	Matapan.....	.....	Sept. 1872	9 yrs.	Scarlet fever at 2 years
Bowers, Frank E.....	Springfield.....	.....	Oct. 1867	9 yrs.	Unknown, before 2 years; partially deaf.
Bradley, George M.....	Northampton.....	.....	Jan. 1871	10 yrs.	Cerebro-spinal meningitis at 8½ years.
Burton, Mary S.....	Lynn.....	.....	Sept. 1870	10 yrs.	Scarlet fever at 4 years; lost speech.
Burbank, James P.....	Salem.....	.....	Sept. 1869	9 yrs.	Scarlet fever at 6 years, 8 months.
Cheevers, Matthew.....	Tyringham.....	.....	Sept. 1871	8 yrs.	Injury of head at 3 years; lost speech.
Coughlin, John.....	Boston.....	.....	Sept. 1871	7 yrs.	Scarlet fever at 3½ years; lost speech.
DeLaite, George R.....	Easton, Me.....	.....	Oct. 1873	11 yrs.	Whooping Cough at 1 year.
Ellsworth, Allie.....	Newburyport.....	.....	Oct. 1867	7 yrs.	Unknown, at 2 years.
Field, Alice.....	W. Westminster, Vt.....	Public School.....	Sept. 1871	18 yrs.	Scarlet fever at 10 years.
Forbes, Alice V.....	Sherborn.....	1½ yrs. at Boston School for Deaf Mutes.	Sept. 1871	8 yrs.	Cerebro-meningitis at 18 months.
French, John Y.....	Charlestown.....	.....	Oct. 1867	5 yrs.	Unknown; partially deaf at 2 years.
Frost, Ida L.....	Washington.....	.....	Jan. 1871	14 yrs.	Scarlet fever at 3 years; lost speech.
Garcelon, Samuel D.....	Lewiston, Me.....	Public School.....	Sept. 1873	15 yrs.	Inflammatory fever at 7 years, 9 months.
Gates, Anna.....	Fitchburg.....	.....	Sept. 1873	8 yrs.	Scarlet fever at 4 years; lost speech.
Harmon, Lilla M.....	Springfield.....	4 months before she became deaf.....	March, 1873	7 yrs.	Scarlet fever at 6 years.
Hills, Walter.....	Northampton.....	.....	Sept. 1873	7 yrs.	Whooping Cough before 7 months.
Holland, George H.....	Amherst.....	Public and Private Schools.....	Sept. 1873	14 yrs.	Diphtheria between 3 and 4 years of age.
Houghton, Edith M.....	Worcester.....	.....	Sept. 1873	8 yrs.	Unknown; at about 2 years of age.
Howes, Bertha.....	East Dennis.....	.....	Oct. 1867	5 yrs.	Congenital.
Howes, Edna J.....	Dennis.....	Public School.....	Sept. 1873	14 yrs.	Unknown; at 10½ years.
Jacobs, Horace H.....	Springfield.....	Public School.....	Sept. 1873	13 yrs.	Cerebro-spinal meningitis at 13½ years.
Jordan, Harry.....	Newton.....	1 year at Chelmsford.....	Oct. 1867	9 yrs.	Congenital.
Keith, Arthur.....	Ludlow.....	1 year at Chelmsford.....	Oct. 1867	7 yrs.	Unknown; at 2 years.
Keogh, Michael J.....	West Newton.....	.....	Nov. 1867	9 yrs.	Scarlet fever at 5½ years.
Kenney, John S.....	Woburn.....	Parts of 2 years in the Boston School.	Sept. 1872	9 yrs.	Unknown; at about 4 years; lost speech.
Kenney, Julia.....	Woburn.....	.....	Sept. 1872	6 yrs.	Congenital.
Kirwin, Alfred R.....	South Boston.....	.....	Sept. 1868	7 yrs.	Measles at 1 year.
Kleinhaus, Jacob.....	Chicago, Ill.....	1 year in Chicago.....	Sept. 1873	10 yrs.	Brain fever at 4 years; lost speech.
Langdon, Wilson S.....	Windsor, Conn.....	1 year at Chelmsford.....	Oct. 1867	8 yrs.	Scarlet fever at 5½ years.
Lincoln, Ellen Etta.....	Worcester.....	.....	March, 1874	5 yrs.	Cerebro-spinal meningitis at 4 years.
Loomer, Erwin G.....	North Brighton.....	.....	Sept. 1873	7 yrs.	Sickness at 10 months; partially deaf.
Lord, George.....	Worcester.....	.....	Sept. 1871	6 yrs.	Unknown; at 3 years; lost speech.
Macomber, Emma F.....	Monmouth, Me.....	Public school before she became deaf.....	Sept. 1872	18 yrs.	Spotted fever at 10½ years.

Whole Number of Boys,			Girls,			Total,		
39.			29.			68.		
Mason, Edgar T.	Fall River.	Sept.	1868	13 yrs.	10 mos.	Partially deaf from infancy.		
McDonald, Wm. H.	Gloucester.	Oct.	1873	8 yrs.	1 mo.	Scarlet fever at 3 years; lost speech.		
McNeil, John.	Boston.	Sept.	1868	8 yrs	5 mos	Typhoid fever at 4 years; lost speech.		
Merchant, Helena.	Deerfield.	Dec.	1870	7 yrs.	11 mos.	Congenital; partially deaf.		
Minor, Kittie E.	Northampton.	Sept.	1869	5 yrs.	6 mos.	Brain disease at 2 years.		
Morse, Emma M.	New Braintree.	Sept.	1869	17 yrs.	11 mos.	Congenital.		
Morse, Walter F.	Norwood.	Sept.	1868	10 yrs.	9 mos.	Congenital.		
Munger, Willie D.	Bridgeport, Conn.	Sept.	1868	7 yrs.	9 mos.	Abscesses in the head; bet. 1 and 2 yrs. of age.		
Nichols, J. Daniel.	Lynn.	Sept.	1873	11 yrs.	6 mos.	Cerebro-spinal meningitis at 11 years.		
Perley, Lyman H.	Ipswich.	Sept.	1869	7 yrs.	2 mos.	Scarlet fever between 1 and 2 years.		
Pomeroy, Adella E.	Westfield.	March.	1873	8 yrs.	2 mos.	Congenital.		
Porter, Isabel E.	Wrentham.	Oct.	1867	8 yrs.	9 mos.	Scarlet fever at 3 years, 2 months.		
Riddle, Robert M.	Philadelphia, Pa.	Sept.	1873	16 yrs.	9 mos.	Inflammation of the brain at 7 years.		
Roberts, John.	Boston.	Sept.	1871	7 yrs.	11 mos.	Fall at 3 years; lost speech.		
Roby, Fanny.	East Boston.	Sept.	1870	7 yrs.	7 mos.	Severe cold at 15 months.		
Root, Edna M.	Warren.	Oct.	1872	6 yrs.	2 mos.	Erysipelas in infancy.		
Russell, Emma M.	Hallowell, Me.	Sept.	1870	7 yrs.	2 mos.	Measles at 1 year.		
Sawyer, George C.	Charlestown, S. C.	Oct.	1867	7 yrs.	1 mo.	Measles at 1 year.		
Sheahan, Thomas.	Greenfield.	Sept.	1873	10 yrs.	9 mos.	Brain fever at 2 years.		
Shepherd, Edith F.	Rochester, Ind.	Sept.	1873	6 yrs.	9 mos.	Cerebro-spinal meningitis at 4½ years.		
Titcomb, Hubert S.	Newburyport.	Oct.	1870	11 yrs.	8 mos.	Scarlet fever at 9 years, 4 months.		
Torile, Leveila.	East Boston.	Sept.	1867	7 yrs.	8 mos.	Humor at 1 year, 4 months.		
Tucker, Nellie F.	North Brookfield.	Oct.	1873	10 yrs.	10 mos.	Inflammation of brain at 6 months.		
Underwood, Carlton J.	Ayer.	Sept.	1874	5 yrs.	6 mos.	Scarlet fever at 5 years.		
Upham, Alice A.	Salem.	April.	1873	7 yrs.	2 mos.	Fall at 13 months.		
Ward, Harry W.	West Haven, Conn.	Oct.	1867	7 yrs.	2 mos.	Congenital.		
Ware, Josephine.	West Haven, Conn.	Jan.	1868	5 yrs.	1 mo.	Congenital.		
Ware, Josephine.	Worcester.	Sept.	1869	13 yrs.	2 mos.	Meningitis at 11 years.		
Whittier, Mary E.	Bangor, Me.	Oct.	1867	9 yrs.	10 mos.	Congenital.		
Zimmer, George E.	Lowell.	May.	1874	6 yrs.	2 mos.	Inflammation of brain at 5 years.		

Order of the Day at the Clarke Institution in Winter.

Rise,	-	-	-	-	-	-	-	-	6 A. M.
Breakfast,	-	-	-	-	-	-	-	-	6½ A. M.
Devotional Exercises,	-	-	-	-	-	-	-	-	8¾ A. M.
School,	-	-	-	-	-	-	-	-	9 to 12 A. M.
Dinner,	-	-	-	-	-	-	-	-	12¼ P. M.
School,	-	-	-	-	-	-	-	-	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop,	-	-	-	-	-	-	-	-	4¼ to 5¾ P. M.
Supper,	-	-	-	-	-	-	-	-	6 P. M.
Study hour and prayers,	-	-	-	-	-	-	-	-	7 to 8½ P. M.
Retire,	-	-	-	-	-	-	-	-	8½ P. M.

The younger children retire at 7 P. M.

SUNDAYS.

Study the Sabbath school lesson one hour.

Attend various churches with the teachers and attendants.

Sabbath school lessons with the teachers in the afternoon.

In the evening the second and third classes devote from one to two hours to reading and devotional exercises.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Psalm.

Collect, Epistle and Gospel for the Day.

Hymn.

Sermon.

Extempore Prayer.

Silent Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred and fifty dollars a year ; for tuition alone, eighty dollars ; payable semi-annually, *in advance, the first week of each term*. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law on next page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each ; the first commencing on the third Wednesday of September with a vacation of four weeks in winter ; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

(OVER.)

(CHAP. 300.)

AN ACT RELATING TO DEAF MUTES.

Be it enacted, &c., as follows :

SECT. 1. No beneficiary of this Commonwealth in any institution or school for the education of deaf mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

SECT. 2. This act shall take effect upon its passage. [*Approved May 17, 1871.*]

362.4
C556
1874/75

EIGHTH
ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes,

AT

NORTHAMPTON, MASS.,

FOR THE

YEAR ENDING SEPTEMBER 1, 1875.

CAMBRIDGE:
WELCH, BIGELOW, AND COMPANY,
University Press.
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362.4
0556
1874/75
CLARKE INSTITUTION FOR DEAF MUTES,

AT NORTHAMPTON.

Members of the Corporation.

GARDINER G. HUBBARD, Boston, *President.*

THOMAS TALBOT, Billerica, *Vice-President.*

JAMES B. CONGDON, New Bedford, *Vice-President.*

SAMUEL A. FISK, M. D., Northampton, *Clerk.*

WILLIAM ALLEN, Northampton.

HORATIO G. KNIGHT, Easthampton.

LEWIS J. DUDLEY, Northampton.

F. B. SANBORN, Concord.

JULIUS H. SEELYE, Amherst.

J. HUNTINGTON LYMAN, Northampton.

GEORGE WALKER, Springfield.

HENRY WATSON, Northampton.

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, *Chairman.*

JULIUS H. SEELYE.

GARDINER G. HUBBARD.

F. B. SANBORN.

HENRY WATSON.

THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, *Chairman.*

WILLIAM ALLEN.

J. HUNTINGTON LYMAN.

Principal.

HARRIET B. ROGERS.

Instructors.

CAROLINE A. YALE, *Associate Principal.*

HARRIET A. JONES, *Special Teacher of Articulation.*

MARY E. POTWIN.

MARY P. BARDWELL.

RUTH WITTER.

CLARA F. LEONARD.

E. EMMA GROVER.

KATHARINE ALLEN.*

Steward.

HENRY J. BARDWELL.

Matron.

AGNES S. GOULDING.

Assistant Matron.

MATILDA MCINTOSH.

Attendants.

MARY N. REED.

MARY A. FIELD.

Master of Cabinet-Shop.

WILLIAM H. NOWELL.

Farmer.

REUBEN ROBINSON.

* Employed half the time.

REPORT OF THE CORPORATION.

To the Board of Education :

GENTLEMEN: The Eighth Annual Report of the Clarke Institution for the year ending September 1, 1875, is herewith submitted.

The whole number of pupils at the date of this Report is 62 against 59 one year ago. Our first class having graduated on the 13th day of July last, this seems a suitable occasion to give a brief history of the origin of this Institution, the plan of its founders, its development and present operation, and to review some of the changes which have taken place in the instruction of the deaf in our country.

Previous to the organization of this Institution the sign-language was believed in this country to be the best and only efficient method of instruction for the deaf. The reports of the Hon. Horace Mann in favor of the German system of articulation had attracted attention, and gentlemen from our oldest institutions had been sent abroad to examine into the subject. Their reports were only partially favorable, and the efforts to ingraft the German system of articulation upon the French system of signs then in use in our country proved a failure. The Manual alphabet was used to considerable extent, but the sign-language was the natural and the acquired language of the deaf-mute. The term of instruction was six years, commencing at about twelve years of age. In 1862 a little child of five years, the daughter of the president of this Institution, lost her hearing. Her parents, anxious to know how best they could commence her education, applied to gentlemen connected

with institutions for the deaf, and were told that she could not be admitted into their schools until she was ten or twelve years old. In answer to further questions, they were assured that she would probably lose her speech in three months; but that, even if her articulation was retained, it would be so imperfect and disagreeable as to be absolutely painful.* Two years later, when a prominent teacher of the deaf heard her speak and read from the lips, his principal comment was, "O, but she will lose the beautiful language of signs." Notwithstanding these discouragements, every effort was used to retain her speech and teach her to read from the lips, with a success which, if not all that her parents then hoped for, is a constant source of congratulation and thankfulness to them, to her, and to her friends. Assured of the importance of the early education of a deaf child, as well as of the advantages of articulation and lip-reading, anxious that the system should be fairly tried for the benefit of other deaf children, and satisfied that this could not be done in schools and with teachers who thoroughly believed in sign-language as the only effectual means of instruction for the deaf, the president of this Institution applied to the Legislature of Massachusetts, in 1864, for a charter and an appropriation for a new institution for the instruction of those too young to be received at Hartford, and for those who could hear a little or had once spoken. This application was opposed by Messrs. Stone and Keep of the American Asylum, on the ground that the "logic of facts was entirely against the system of articulation," and that "the instruction of the deaf by articulation was a theory of visionary enthusiasts which had been repeatedly tried and abandoned as impracticable." Mrs. Edwin Lamson of Boston, formerly a teacher at the blind asylum of Laura Bridgman and Oliver Caswell, who were both blind and deaf, was

* In a tract by one of the professors of the American Asylum in 1867, the writer advocated the use of signs, and says: "The filing of a saw and the shriek of a steam-whistle combined could not produce a more disagreeable sound than that which is made in some of these artificial attempts at speech by the deaf and dumb."

present at the hearing. Mrs. Lamson gave her evidence against the use of signs in the instruction of the deaf, and in favor of the Manual alphabet and the experiment of teaching articulation. The attention of Mrs. Cushing of Boston, who had a deaf daughter, was attracted by the discussion, and, after careful consideration, she determined that her child should be taught articulation. By the advice of Mrs. Lamson, Mrs. Cushing applied to Miss Rogers, then known as a skilful teacher of speaking children, who with some hesitation undertook the task.

A few months of earnest effort convinced Miss Rogers of the great advantages of this system, and so enlisted her sympathies and energies, that she determined to devote her life to the work, if a suitable number of pupils could be secured, and the means to support a school provided.

In 1865 a meeting was called at the house of Mrs. Lamson in Boston, at which Miss Rogers explained what had already been accomplished, and her plans for the future. A sum sufficient to defray the expenses of the undertaking was subscribed by several gentlemen, and in November, 1865, the following advertisement was published:—

“Miss Rogers proposes to take a few deaf-mutes as pupils for instruction in articulation and reading from the lips, without the use of signs or the finger alphabet. The number is limited to seven, two of whom are already engaged.”

In June, 1866, she opened her school at Chelmsford, with five scholars. Another entered in September, and two more in the spring of 1867, and at the expiration of one year she had obtained the desired number of pupils. The success attending these efforts having proved that it was not a visionary scheme, but a practical work, its friends determined to make a second application to the Legislature. Dr. S. G. Howe, the chairman of the Board of State Charities, and F. B. Sanborn, Esq., secretary, also advocated an improved system of instruction in their Second and Third Annual Reports, and recommended that the education of the deaf should be commenced at an earlier age, continued for a longer period, and that

schools should be provided for the deaf within the limits of the State. In these reports, presented to the Legislature in 1866 and 1867, they stated that "the average age for admission during the forty-seven years the American Asylum had been established was a little less than fourteen years, but for the last ten years it had been considerably lower"; that the average time the pupils remained in the institution was between four and five years. "That some members of the Board and other friends of the system of articulation did not believe it could ever have a fair trial in the Hartford school, because the managers, having the whole power in their hands, and being honestly and firmly wedded to the old system, would feel obliged to adhere to it. Other members of the Board believe that many benefits would arise from having the wards of the State taught in her borders." Mr. Clarke, the founder of this Institution, had, prior to 1867, decided to bestow a portion of his property to endow an institution for the deaf in Northampton, but had no knowledge of the school at Chelmsford, nor were the friends of that school acquainted with his generous intentions.

Governor Bullock, in his message to the Legislature in 1867, called attention to the subject in these words: "For successive years the deaf-mutes of the Commonwealth, through annual appropriations, have been placed for instruction and training in the asylum at Hartford. While, in the treatment of these unfortunates, science was at fault and methods were crude, in the absence of local provisions, this course perhaps was justifiable; but with the added light of study and experience, which have explored the hidden ways and developed the mysterious laws by which the recesses of Nature are reached, I cannot longer concur in this policy of expatriation. To no other object of philanthropy will the warm heart of Massachusetts respond more promptly. Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private beneficence, I have the honor to recommend that the initial steps be taken to provide for this class of dependants within our own Commonwealth."

This portion of the governor's message was referred to a large joint special committee; of which Mr. F. B. Fay was chairman on the part of the Senate, and Mr. L. J. Dudley on the part of the House. They did not limit their inquiries to the expediency of educating the deaf within the State, but spent much time in an investigation of systems. They entered upon the inquiry almost entirely unacquainted with the methods of deaf-mute education, and therefore comparatively free from predilections. Dr. Howe and Mr. Sanborn of the Board of State Charities, Hon. Thomas Talbot, Mr. Hubbard, and a large number of deaf-mutes from Boston and its vicinity, favored the governor's recommendations; Rev. Collins Stone, the principal, and W. W. Turner, Esq., the former principal, of the asylum at Hartford, Hon. Calvin Day, its vice-president, and Hon. H. A. Stevens of Boston, opposed them.

In the words of the committee, "The advocates of a change in the policy of the State sustain the German system of teaching by articulation, while the representatives of the Hartford asylum adhere to the French system of manual signs and finger-language." There is a "radical difference of opinion, in regard to the two systems, entertained by those throughout the world who are most versed in the instruction of mutes"; and this will appear from a short review of the arguments annexed to their report. "The views of these gentlemen (Dr. Howe, Mr. Sanborn, and Mr. Hubbard)," said Mr. Stone, "are right in the teeth of the experience of all practical teachers. Every experiment that has been suggested has been tried and failed, and these are only the old questions over again." "If a child has lost his articulation entirely, and cannot hear at all, we hold that there is a better way of teaching him than by trying to teach him to talk." "Their recovery of articulation costs more than it is worth." "We do not give specific instruction in articulation; we consider it very much more efficient to throw our pupils on their articulation in their daily intercourse with the teacher and the family. There was formerly a special instructor for these children, now there is none." "Where articulation is the method of instruction, religious worship is

utterly impossible ; I do not say religious *instruction* is impossible, but religious worship is out of the question. The world has never seen an instance where a person could stand up and speak to thirty or forty deaf-mutes so that they would understand him. It is utterly out of the question." Mr. Turner said, "The attempt to teach articulation has never been a part of the regular system of instruction, and I hope never will be, for I am firmly convinced that it is a comparatively useless branch." "We employed an especial teacher from eight to ten years, and prosecuted the work the whole of that time." "We never got them to speak off sentences." "We came to the conclusion, after following that course for some ten years, that with the exception of these semi-mutes, who could speak pretty well when they came to us, our efforts accomplished very little."* Dr. Howe, in behalf of the "Board of Charities," urged "the entire abolition of the practice of expatriation, and called for the home education of our mutes, saying nothing at all about the system by which they were to be taught." "Mr. Hubbard asked for a charter for the establishing of one or more schools, where semi-mutes and semi-deaf and those congenital deaf-mute children whose parents may desire to attempt their instruction in articulation may be taught," and where "the education of the deaf might be commenced at an earlier age and continued a longer period than at Hartford," and also for an appropriation in aid of the school.

The deaf-mutes of Boston and vicinity were present at every hearing, and passed resolutions at the meeting of their association, which were read by Mr. Sanborn, urging the early edu-

* In the reports of the American Asylum for 1866, the principal says : "The question regarding the best system of deaf-mute education refers solely to those who are congenitally deaf, and to those who, having lost their hearing before they learned to speak, are now unable to distinguish by the ear articulate sounds ; these two classes include nineteen tyentieths of the number who are brought to the asylum. The objections to teaching articulation are inherent in the system, and inseparable from it." "We have no idea that under any circumstances the people of New England or Massachusetts will allow their deaf-mutes to receive only the imperfect education that can be obtained through the medium of articulation." These are not the States to go backwards to the dark ages."

cation of the deaf, and within the State. The committee of the Legislature recommended the passage of two bills, which they reported. These provided,—

1. For the incorporation of an institution for deaf-mutes at Northampton.
2. For primary instruction of younger pupils than are now received at the American Asylum.
3. For a longer term of instruction than has heretofore been allowed to pupils aided by the State.
4. For an additional appropriation to enable the governor to answer the existing applications of pupils requiring State aid.
5. For the supervision by the Board of Education of all deaf-mute pupils aided by the Commonwealth.

The report of the committee was ably advocated by Mr. Dudley, and it was mainly through his exertions that the two bills were passed.*

Thus was the Clarke Institution incorporated. Its corporators at the time of its organization were not pledged to any system of instruction, and the majority of them had no decided opinion upon the subject; but at the first meeting the question was practically decided by the adoption of the report of the School Committee, which recommended, among other

* The teachers of the New York Institution were not present at this discussion, but they entertained similar views upon this subject, as appears by an extract from their Report for 1866, on the "exaggerated reports" in regard to "articulation." They say: "It is in vain that, as each new story of marvels of this kind is started, competent and careful observers show it to be a wild exaggeration, and bring irrefragible evidence that the best pupils of the best articulating school are in no greater degree restored to the society of their own friends, and are still less competent to hold intercourse with strangers, than our own pupils with their graceful pantomime, their finger alphabet, and their slates." In their Report for 1867 they say: "It is only signs that can in any measure replace to the deaf what speech is to the hearing. I might say that they do even more; for, superior, in one respect, to speech, they are in a great measure self-interpreting." Mr. Gillett, of the Illinois Institution, said, at a convention of the principal deaf-mute institutions held in 1868, that before visiting the Clarke Institution, his prejudices against articulation "were strong, and my honest convictions were, that it was a miserable piece of charlatanry, and I have not hesitated at times so to express myself on this subject."

things, "that an articulating school, under the charge of Miss Rogers, be established at Northampton."

The school of Miss Rogers was removed from Chelmsford to Northampton, and formed the nucleus of the Clarke Institution. The basis on which it is conducted is clearly expressed in its First Report: —

"There are various classes of deaf-mutes who can be taught articulation. These are, —

"A. Those who lost their hearing at three years of age and upwards, after they have acquired some language which they retain.

"B. Those congenitally deaf, who have good mental ability and a capacity for learning to speak.

"C. Those who are semi-deaf, and can distinguish articulate sounds, but not readily enough to attend the common school with profit."

Having thus shown what was the opinion of our deaf-mute teachers ten years ago in regard to special instruction by articulation, we now quote from the last reports of several institutions which give their present views.

In the Report of the American Asylum for 1875, we find that two teachers of articulation are employed in that institution, 29 pupils are taught, or one in eight of the whole school; that "the power of speech which is soon lost by disease has been improved and enlarged; and in some cases much which had been forgotten has been recalled and preserved, and the pupils saved from becoming absolutely mute." Reading from the lips has been taught.

In the New York Institution the "department of articulation" comprises 49 pupils, under Professor Jenkins, and 39 under two ladies, or one in six of the whole number of pupils. The examiner, in the last report, says: "The extent to which the almost unintelligible utterances of a deaf child may be improved by a few years of careful training, as exemplified in some of these children, I could hardly have credited, except upon the evidence of my own ears; and still more unexpected was the facility with which they took words literally from the lips of the speaker." Dr. I. Lewis Peet, the principal of the

school, has devised and uses "a course of language-lessons" or "a graded method by which the pupil during the first year acquires the ability to attach words directly to objects and actions"; and if this exercise can be continued until he has "become initiated into all the mysteries of language without the use of signs, a problem will have been solved which will make the thorough acquisition of alphabetic discourse both certain and easy." "After the pupil has acquired the habit of thinking in the words which he uses, there will be no harm, but, on the contrary, a positive benefit, in introducing signs."

At the Illinois Institution particular attention has been given to articulation, and the Report for 1874 gives the testimony of 26 of the parents or guardians of pupils who had received such instruction. Six of these pupils were born deaf, and fourteen lost their hearing before completing their fifth year. Mr. Gillett, the principal, says: "I must admit that the answers have quite surprised me with the amount of testimony that they give in favor of this instruction. I expected such testimony in some cases, but not so much in general." The following answers of one of the parents are an example:—

CARRIE HATHAWAY. — DEAFNESS CONGENITAL.

Q. Does she speak orally in the family? A. Yes; almost entirely.

Q. If so, to all members of the family? A. Yes.

Q. Do the family understand her? A. Yes.

Q. Do friends who occasionally see her understand her utterances?

A. Nearly all.

Q. Do they understand her readily, or does she have to repeat her utterances? A. Some words and to some persons she has to repeat.

Q. How much does she use speech? A. Almost entirely at home, and with any one else who speaks to her.

Q. Among strangers? A. Not much.

Q. Do strangers understand her? A. Some do, not all.

Q. Does she like to use oral language? A. Yes; with speaking people; not with semi-mutes.

Q. Does she use it of her own accord, or do you find it necessary to urge her to do it? *A.* Of her own accord.

Q. Do any persons enjoy to hear her speak? *A.* Yes.

Q. Do any persons dislike to hear her speak? *A.* Yes.

Q. How much does she understand of a conversation from the motions of lips or other organs of speech? *A.* She can understand her mother's conversation very easily, without much repetition.

Q. Can she understand any part of the remarks of a speaker, minister, etc.? *A.* Yes.

Q. Does she understand some of these better than others? *A.* Certainly, for some use their lips a great deal more than others. Some people talk without moving their lips but a little.

Q. Must she be close to the people speaking to understand? *A.* Close enough to see all the motions of the lips.

Q. Must she be nearly in front of them? *A.* Nearly so.

Q. Does she observe a conversation between persons not directed to her with interest? *A.* Yes; in railway-cars she has watched people talking, and told us what they were conversing about.

Q. How much of such conversation does she understand? *A.* Between ladies, nearly all.

Q. Have your neighbors taken any notice of her speech; what do they think of it? *A.* People generally think it wonderful.

Q. What is your opinion of the value of this special instruction to her already? *A.* I think it of great value, next thing to gaining her hearing.

Q. What is your opinion of the value it will hereafter be to her? *A.* It must always be of very great advantage.

Q. Are you glad, or do you regret, that she has been trained in articulation and lip-reading? *A.* I am very glad that she can talk as well as she does.

Q. Have any parents of other deaf-mutes seen her? *A.* Very many.

Q. Were they so impressed by her case as to wish their own children similarly instructed? *A.* All.

Q. Has any objection to this been suggested; by whom; why? *A.* None.

Q. Do you wish her instruction in articulation continued? *A.* Of course, if I thought she would improve any.

Q. Any other points pertaining to these two subjects you will

write me will be greatly appreciated and thankfully received. A. I do not know that I can add anything more. Generally speaking, she understands very well, not only among acquaintances, but strangers also; but, of course, you are aware that some people use their lips a great deal more than others. Ordinarily speaking, she understands nearly everybody whose lips she can see. At times it appears to be hard work for her to speak, and then she makes a disagreeable noise; but that is only occasionally.

A. HATHAWAY.

At the Illinois Institution they purpose extending the articulation department, and forming a *semi-mute* school.

In almost all the other old institutions special instruction in articulation is now given to some extent, while in several schools more recently established all the instruction is by articulation. In the Clarke Institution with 60 pupils, in the New York Institution for the improved instruction of deaf-mutes with 92 pupils, in the public day-school in Boston with 63 pupils, at the school of Mr. Whipple at Mystic, Conn., all the instruction is by articulation.

In Massachusetts and in several other States provision has been made by law for the education of deaf children between six and twelve years of age. In New York the instruction of deaf-mutes is provided by the State free of all expense, and without regard to the pecuniary circumstances of the family.

At the Clarke Institution religious worship is held in the chapel, where the older classes, numbering 20 or 30, meet every morning. A passage of Scripture is read and explained by the teacher; questions are asked and answered, to ascertain if the meaning of the texts is understood. The devotion and attention at these exercises has been very gratifying to those who have been present at them.

On Sunday morning service is held for the older pupils; their interest and comprehension are best evidenced by the fact that not unfrequently the sermon is written out from memory.

The attainment of pupils taught by articulation is shown by the compositions of the graduating class annexed to this Report;

they have not been corrected, nor were any errors pointed out by the teacher.

If we compare the instruction given to the deaf in 1865 and in 1875, we find that whereas in 1865 there was no *special* instruction in articulation, and only one in twenty to whom any such instruction was given, in 1875 special instruction is given in the old schools to one in six or eight,* and to all the pupils in four schools, and in these all the instruction is by articulation. Then it was thought that the congenitally deaf could not be taught to speak, now they are very often taught; religious worship by this system, which was regarded as impossible, is regularly held. Then six years was the limit of instruction, now ten or twelve; and the education of deaf children, which was then delayed to the age of ten or twelve, is now commenced at five or six; while primary departments have been organized for the younger children. Various causes have contributed to produce these great changes. Principal among them was undoubtedly the discussion that accompanied the incorporation of the Clarke Institution, and the success that has followed upon its instruction. Next is a large increase in the number of persons classed as semi-mutes; formerly about six tenths were born deaf, now but little more than one third, or 831 out of 2,330 cases reported in a recent number of the Annals. It is now generally understood that loss of hearing is not necessarily accompanied by loss of speech, and this has led to persistent efforts on the part of the parents of deaf children to keep their articulation, and it is much more frequently retained.

When the parents of deaf children hear that their children may be taught to speak, they generally desire to have them taught in that way, and this desire is a strong inducement to the principals of schools to undertake the work.

The system of visible speech applied to teaching the deaf to articulate by Professor A. Graham Bell has aided very greatly

* One hundred and ninety-nine pupils supported by Massachusetts are under instruction; 108 are taught by articulation, 91 at the Hartford Asylum principally by signs.

in this change, and his system is now regarded in some of the institutions as indispensable. Professor Bell has given instruction in several of the schools, and has prepared teachers for others.

The early instruction of the deaf, and the establishment of new schools in Massachusetts and New York, have led to a large increase in the number of deaf scholars in those States since 1865: in Massachusetts from 111 to 199; in New York from 400 to about 650. In some of the New England States the number has actually diminished; the increase in the American Asylum at Hartford, excluding pupils from Massachusetts, is from 164 to 179; if the increase had been in proportion to the growth of the population, the number would have been about 200; or if the other New England States had as many pupils in proportion to population as Massachusetts and New York, the asylum at Hartford would have 400 pupils, or 308 exclusive of those from Massachusetts.

It is very generally believed that the system of instruction in the Clarke Institution is modelled upon that of the German schools. It is therefore due to Miss Rogers to say that, when our school was started, she knew only the fact that in Germany the deaf were taught by articulation. She visited several European schools in 1871, studied the methods pursued, and adopted such ideas as she thought of value to our Institution.

The results attained at the Clarke Institution, as shown by the graduating class in July last, exceeded our most sanguine expectations. The compositions attached to this Report will show the command of language and power of thought; the drawings hung on the walls of the hall showed the skill of the teachers and the great proficiency of the pupils. Those present at the commencement exercises, who heard their reading of selections, will testify to the distinctness of the articulation, the feeling of the speakers, and great excellence of the exercises, while their general proficiency must have satisfied every one that the instruction in articulation had not been at the expense of any other study.

The corporators of the Clarke Institution have felt that their

work was to a considerable extent experimental, and have therefore extended it only as imperative demands have required. The buildings we occupy were designed to accommodate 52, but for several years the number of pupils has exceeded 60. We have refused admission to a large number of applicants, and have been unable to admit a new class every year, while the necessity of grading the school has required as many classes and teachers as would be needed for a much larger number of pupils. The complete course requires ten years; if only 10 were admitted every year, 100 pupils would fill the school. According to the census of the deaf, prepared by Mr. F. B. Sanborn for our Sixth and Seventh Annual Reports, there are now 75 children in Massachusetts who are not under any regular instruction, and a much larger number in the other New England States. In all New England there are probably from 100 to 150 deaf-mute children who can be taught more advantageously by our system than by signs, and for whose education no provision is made. This can be done either by establishing a school in another part of the State, or by a primary department in connection with our own school. We are fully aware of the objections to a large school, but believe that these would apply even in a less degree to this Institution with a primary department, where our younger pupils could be instructed in a separate building, than as it is now constituted. The advantages would be in the greater economy of this arrangement, and in the separation of the older and younger children, which will be a great gain to both. The younger children require different care and management in regard to food, hours, etc., while the use of signs necessary in the early education of the little ones encourages their use among the older pupils, which otherwise would be almost entirely prohibited. Some of these considerations have induced the Trustees of the New York Institution to establish a primary department, and the principals of the Ohio and Indiana Institutions to urge the necessity in those States. We have ample room for a new building for the primary department upon our grounds. The cost would be from \$30,000 to \$35,000,

and a contract can probably be made at the present time at better rates than in years to come. A debt of \$35,000 was incurred by the corporators in the erection of our present building, which has been reduced to \$6,500, and will be paid during the year 1876. It is the opinion of some of the corporators that the funds given by the will of Mr. Clarke cannot be used in the erection of buildings, and therefore it may be deemed necessary to borrow the money on mortgage. We think this can be done without impairing the efficiency of the school, and that the charge to the State can be somewhat reduced.

The surplus receipts above ordinary expenses in 1874 were \$12,241.30, in 1875, \$11,102.81, exclusive of \$1,067.50 due for tuition for that year. The estimated receipts and expenses of a school with 100 pupils will be substantially as follows:—

The annual receipts from the fund	\$ 18,000
From 80 pupils, at \$ 225	18,000
From 20 pupils, at \$ 350	7,000
	<hr/>
	\$43,000

The average receipts for each pupil in 1874 were \$260 ; by this estimate they are \$230.

The general expenses for 1873 average \$ 355 per pupil ; for 1874, \$ 379 per pupil ; for 1875, \$ 366 per pupil.

About one third of these expenses are fixed, and do not depend on the number of pupils. The expenditure of the school with 100 pupils would be :—

For 60 pupils at present rate, \$ 366	\$ 21,960
For 40 pupils at reduced rate, \$ 251	10,040
	<hr/>
	\$32,000

Leaving an annual surplus of \$11,000.

Mr. Bardwell, our very efficient steward, has made a very careful and independent estimate. He reports that the annual current expenses of the Institution for the past five years have been \$18,633 ; average number in the house, 70 ; average number of pupils, 54 ; average cost per pupil, \$345.

One hundred pupils would require 35 employees, and the whole number would be 135. He estimates that, after the buildings were entirely finished and furnished, the cost of running would be from \$30,000 to \$31,000 a year.

We would return our thanks to Drs. Fisk and Knowlton for professional services, to the Connecticut River, Boston and Albany, and New Haven and Northampton railroads, for carrying members of the Institution at reduced fares. Also, to the publishers of the "Hampshire Gazette," the "Northampton Free Press," "Northampton Journal," the "Christian Banner," "Child at Home," "Apples of Gold," "The Deaf-Mute Journal," "The Deaf-Mute Chronicle," "Deaf-Mute Pelican," "Kentucky Deaf-Mute," "The Index," "The Goodson Gazette," "The Mute Journal of Nebraska," "Our Record," and "Dumb Animals," for the gratuitous contribution of their papers to our Institution the past year.

We would call especial attention to the report of the principal, to the compositions of the graduating class, the financial statement, the list of the pupils, and the prescribed daily routine published herewith.

For the Corporation,

GARDINER G. HUBBARD, *President.*

NORTHAMPTON, October, 1875.

REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution :

GENTLEMEN: According to custom, the following Report is submitted for the year ending September 1, 1875.

No new class was received at the opening of the year, as but nine vacancies for pupils existed, and it was decided to retain these for pupils who should present themselves for admission to existing classes. Three of these vacancies were filled by the following pupils:—

Mary A. Leonard, Athol (nineteen years old), deaf at thirteen years.

Ella H. Kelley, Princeton (eighteen years old), congenitally deaf, but had learned to talk and to read the lips at home.

Eugene H. Richardson, Groton (five and a half years old), deaf at five years, retained speech.

The whole number of pupils for the year was sixty-two. Of these eighteen were semi-mutes, some of whom retained very little language, — scarcely more than disconnected words, — while half of them could neither read nor write when they entered school. Six pupils were semi-deaf; only one, however, could use connected language or could read. The other five would never have learned to talk without special instruction in articulation.

The past year has been one of peculiar interest to us, as at its close there went out the first class that had ever graduated from the Institution, — a class of six pupils who had completed our High Course.

Two years since a plan of instruction was adopted, consist-

ing of two courses of study, as follows: the Common or Grammar Course, and the High Course.

Common or Grammar Course.

Articulation.

Kindergarten Exercises.

Writing.

Language.

Arithmetic { mental and } through Interest. }

Geography.

Manual of Commerce.

History of the United States.

Outline of General History.

Lessons on General Subjects.

Elements of Grammar.

“ “ Physiology.

“ “ Zoölogy.

“ “ Botany.

“ “ Natural Philosophy.

“ “ Physical Geography.

Drawing { Kindergarten,
Free-hand,
Designing.

Pupils completing this course can graduate. Those unable to do this, may be honorably discharged by the school authorities. Those pupils who have the time and ability for more extended study, may pursue the

High Course.

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.
Botany.
Geology.
Physical Geography.
Astronomy.
Natural Philosophy.
Chemistry.
History { ancient and
 modern.
Grammar and Analysis.
Rhetoric.
English Literature.
Political Economy.
Psychology.
Drawing { Object,
 Industrial, and
 Crayoning or Water Colors.

The younger classes during the year have devoted from one to two hours daily to articulation and voice-culture, the older classes an hour, while with the High Class a portion of this time has been spent in elocutionary exercises. The articulation has been taught by means of "Visible Speech," which still proves to be an invaluable aid.

The Seventh Class has consisted of George De Laite, Matthew Cheevers, Adella Pomeroy, Margaret Benson, Edith Houghton, Alice Upham, William McDonald, John Roberts, Harry Allen, George Lord, Erwin Loomer, and Walter Hilts. The last named, a day pupil, has been out the last half of the year through sickness.

An hour and a half daily have been given to "Visible Speech." In inflection, they have more power as a class than the previous class had when under instruction the same length of time, but, unlike that, there are no individuals showing marked proficiency therein.

The class has had practice in numbers, in writing descrip-

tion of pictures, and in answering questions. They have continued some of the Kindergarten exercises of last year.

The Sixth Class has consisted of Nellie Tucker, promoted from the Seventh Class, Anna Gates, Emma Russell, Julia and John Kenney, Thomas Sheahan, and Lyman Perley.

This class entered three years since. During this time, their articulation and general development have been carried on separately, and they have not been allowed to talk, until recently, to some extent at table and in a single recitation. The "Visible-Speech" symbols have been translated into the English characters, and the class are now reading, with inflection and emphasis, the little stories in Monroe's First Reader. Next year they will be encouraged to talk constantly, and, as far as may be, their recitations will be through speech and lip-reading. It cannot yet be decided whether it will always be well to keep pupils so long from using speech in communicating with others.

They have had exercises in numbers, description of pictures, writing a journal, and asking and answering questions. They have had preparatory lessons in geography.

The Fifth Class has consisted of Edith Shepherd, Etta Lincoln, Carlton Underwood, George Zimmer, and Eugene Richardson. These children, from five to seven years of age, becoming deaf recently, and retaining speech to some extent, could not well receive instruction with those pupils not yet allowed to talk. It is hoped that they will not much longer need to form a distinct class. They had practice in reading little stories, forming sentences on given words, and in writing a description of pictures with a teacher's aid.

The Fourth Class has consisted of Mary Burton, Fanny Roby, Kittie Minor, Mary Andrews, Alice Forbes, Helena Merchant, Etta Morse, Ella Kelley, Harry Ward, Willie Munger, Allie Ellsworth, and Jacob Kleinhans.

They have studied mental and written arithmetic, geography,

using Cornell's Primary, have continued lessons in elementary physiology, and subjects treated in Brown's Manual of Commerce. They have finished reading The Easy Book for Little Children, and have taken Franklin's Second Reader.

In Sunday school they have had the Miracles of Christ.

The Third Class, comprising Josie Ward, Alfred Kirwin, George Bradley, Daniel Nichols, and Harry Jordan, have studied mental and written arithmetic, geography of the United States and Europe, using Guyot's Elementary, and a primary history of the United States. They have completed Manual of Commerce, have read in Monroe's Second Reader, reproducing the lessons afterward. They have had exercises in composition twice a week. In Sabbath school they have had Incidents in the Life of Christ.

The Second Class has numbered ten pupils: Edna Howes, Bertha Howes, Mary Leonard, Frank Aiken, Joseph Baker, George Holland, John French, Horace Jacobs, Walter Morse, and George Sawyer. Their studies during the year have been Swinton's Language Lessons, history, geography, botany, physical geography, arithmetic, philosophy, composition; and in Sabbath school, Old Testament history.

The second division of this class, consisting of Ella Lowle, Emma Whittier, Arthur Keith, and Frank Bowers, received Honorable Discharges at the close of the year. They had not completed the common course of study.

HIGH CLASS.

As our last year's First Class corresponded to the High Class of other institutions, it was thought better that it should assume that name. The past year the class has consisted of six pupils, Isabel E. Porter, Josephine M. Ware, Emma F. Macomber, Alice M. Field, Hubert S. Titcomb, and Robert M. Riddle, who have been members of the Institution from two to eight years. Those who have been here the shorter period

have, by extra study, prepared themselves for examination in the studies previously pursued by the class, so that all have completed the High Course of Study.

Their graduation took place on the morning of July 13. The following was the

ORDER OF EXERCISES.

Prayer	PROF. J. H. SEELYE.
Opening Remarks	PRESIDENT G. G. HUBBARD.
Salutatory	JOSEPHINE M. WARE.
Reading—Selection—“Claribel”	“ “
Essay	HUBERT S. TITCOMB.
Oral Recitation in English Literature—	
Essay	EMMA F. MACOMBER.
Reading—Selection—“The Keeping of the Bridge” }	HUBERT S. TITCOMB.
Essay	ROBERT M. RIDDLE.
Essay	ISABEL E. PORTER.
Reading—Selection—“Malibran and the Young Musician” }	EMMA F. MACOMBER.
Essay	JOSEPHINE M. WARE.
Reading—Selection—“The Old Sergeant” }	ALICE M. FIELD.
Essay with Valedictory	“ “
Presentation of Diplomas by the Principal.	
Repetition of the Lord's Prayer by the School.	

The essays for the day, which are here appended, were written without suggestion, and stand uncorrected.

Respectfully submitted,

HARRIET B. ROGERS.

APPENDIX.

ESSAYS OF THE GRADUATING CLASS.

A SALUTATORY.

As we gather here to-day, at the close of several years of study and work, we are most happy to welcome so many of our friends among us ; and thank you for the kind interest you have taken in our school, which brings you here. Although we have accomplished so little ; compared with all there is to be gained, we hope to be able to show you that our kind teachers have not labored altogether vainly, for our good. We are truly very glad to lay aside our books for the present ; but I think that we have all learned ; since we have been members of this family, to have a stronger desire, than ever before, to continue our work. The many advantages which we have had here, and which it would have been impossible for us to have had elsewhere ; I think we can never fully realize until we pass out into the world and meet with those who ; afflicted as we are ; have been deprived of the opportunities which have been placed at our disposal. If we fail to give satisfaction in the few exercises of the morning, cast not the blame upon those who have labored patiently all these years for our good ; but upon us, who, have neglected to improve the opportunities which, God put it into the heart of our kind benefactor ; Mr. Clarke ; to place before us.

JOSEPHINE M. WARE.

July 10th 1875.

AUTOBIOGRAPHY OF A TOADSTOOL

I, being a toadstool, was born in a garden of flower plants. Every day when the plants were watered, I was watered too. I lived under the geranium plant and toiled all the days long.

There was no one beside me, but the flower plants, and above the

sky, which when the twilight draws up the curtain, pins it with stars. They all said my head was too large for the proportion of the rest of my body and would laugh at me.

But the geranium plant was so kind to me that it let me live with her, and would very often tell me of things that were going on, though I was too small to overlook the tall plants and find the news out myself.

One time I heard that a giant twenty hundred thousand times taller than I was, was coming in the garden to destroy all the things there that were useless, where nothing but flower plants were to grow. I became alarmed for I knew that I was useless, and was good for nothing. In a few moments after I heard that the giant was coming, a queer animal, which was commonly called by giants a cat, came and laid down beside me for want of shade after being out in the hot sun a long time, not knowing that I was there when it came; but at length it saw me and thought I was one of the strange looking animals that ever lived under the sun!

While we were conversing, I began to stoop down with fear and trembling. The cat suddenly asked me as quickly as it noticed me, "What ails you, you look so ill and ready to stoop down?" I replied, "a giant is coming to destroy me because I am useless, he does not want me here among his plants." "Very well, why don't you try and escape, that thing which I think is one of the most important ones that will save your life?"

"I do not know how to get away, pray do please help me in some way."

"Yes," said the cat, "if you will tell me how came you to be here in so dangerous a place as this."

While I was whispering the story, the giant passed on by us, hard of hearing and without knowing it marched off and never returned again that night.

I was very glad that the giant did not know anything about it, for if he did, he would have killed me in a moment that he saw me. I thanked the cat for saving me, and before it went away, it told me to be very careful the next time I happen to be in danger.

I kept watching for a long time until I was tired of it and gave it all up.

(Isn't it a wonder that I had eyes and ears?)

All things went on very nicely that night and when daybreak came,

I hoped that nothing of any harm would happen that day. Many long hours had elapsed after the sun rose, before another giant came, who was somewhat different from the one that came yesterday and was not so tall as he was, and was running after a toad that did nothing but trying to save its life in hopping and hopping with all its might.

The poor creature was poked with a stick, that which I could not use because I had nothing to hold it in.

I only had a huge head with a red cap on the top to keep my head from the sun burning it. Under my head I had a kind of a fringe which resembled a collar, and a neck, which giants would call a 'stripe,' my feet stuck to the ground so that I could hardly move. The toad, when she saw me, approached and stopped beside me and then looked at me for a while and said to itself, "Why, you are the stranger animal I ever saw; can you speak?" The little giant stopped too, and said to the toad, "Who is that?" and then looked at me wondering whether or not I was poison.

She longed to take me to her brother, who knew about the things as well as she did. When the plants saw her looking at me, they began laughing and then she was tempted and followed their examples and laughed too. She straightway pulled me up not caring if I was hurt, when she found her brother hoeing in the cornfield, she asked him if I was poison.

"No, where did you find that?"

"Under the geranium plant beside the snowball bush."

He said, "Well, how came you to find it there? I did not see it yesterday when I went to the garden, I think it could not have come from there, you found it under the oak tree, near the pond, it is after all nothing but a toadstool, please do throw it away, nobody wants it," he turns his head away and went on with his work, and he said again, "oh! I remember that I saw the cat in the same place where you found this, probably the cat was in the way so that I could not see it."

As soon as I thought the big giant was through all he wanted to say, then I asked "why do you talk so unkind of me, I have done neither of you any harm, please do put me back from where I came?"

The giant, when he spoke again, was quite angry because he knew I had deceived him, he took me and threw me away as far as to

the road over the stone wall, in the place where the wheels of carriages and carts that come and go by could roll over me. I was so badly bruised that I could not do anything but to lay there and say no more to the world, for I thought it unkind.

ISABEL. E. PORTER

July 9th 1875

THE EARTH.

This is to give some idea of the things which are stored up in the earth, and also of its structure, and former condition. You all know I suppose, that when countries have more grain than they can conveniently consume before the next harvest season, they store it up in large buildings, called storehouses. The earth is made nearly on the same principle, only on a vastly larger scale; in it are all things necessary for the wants and to promote the happiness of man, a few of which are, metals, plants, fruits and grains, Vast quantities of carbon in the form of coal, sands of different kinds, some of which serve to make glass, others to make cement, to hold the bricks of our houses together; Sandstone, granite and marble, to build our houses and make statues and monuments; And above all, the nourishment of plants for without this it would be impossible for any form of life to thrive, being connected in some way to all forms of life. Herbivorous animals take their food directly from the plants, the carnivorous animals prey upon the herbivorous and so get the nourishment they have obtained from the plants, already prepared or nearly so. It was the will of God that all minerals should not be discovered at once, but only as they were needed. For instance, ores of metals have for thousands of years, lain on the surface, protruding from it or have been met with in digging by the ancients, but were thrown aside by them, because they knew not their value, and took no pains for the extrication of the metals. In this state they were left till future ages found them and their value, and made good use of it. The numerous and various things found in the earth shows that the kind Creator had an eye to the wants of future ages, and when he made the earth he made provision to meet them. But was the earth always as it is now?

Certainly not. Changes have been following each other on the grandest scale continually, both in the animal and vegetable kingdoms. At first the earth was covered with water, and remained in

the state for ages ; then the land began to form under the water, partly by means of coral insects, who built their coral dwellings, in time these were worn away by the action of the water, and deposited as a sediment, the consolidation of which formed limestone. Also by means of minute mollusks and diatoms (a vegetable), Limestone was formed from the mollusks in nearly the same way as from coral, and quartz, from the diatoms. This quartz, in time, was also worn away again by the action of the water, and deposited as a sediment, as in limestone. After going through many changes it became what it is now. (The diatoms are used for food in Tuscany.) During these changes it sometimes became mixed with other substances, Thus granite is a composition of quartz, feldspar, mica and sometimes hornblende. From this time the land began to appear above the water ; Animals were unknown simply because it was impossible for them to breathe the atmosphere, which was then laden with dense vapors of the various metals and gasses, which were rising from other substances in the earth. Another reason may be because extensive upheavals were taking place continually, and the crust of the earth was consequently very unsteady. The land at this time, was not much more than an immense swamp, of course land animals could not get along in it, and with nothing to eat but a few sea-weeds and mosses. In time the air became purer ; then we find life beginning to appear. First we find mollusks and radiates, then sea weeds, sometime after this trees and ferns make their appearance, the last feeding mostly on the carbonic acid in the air, and grew surprisingly fast and to an immense height, and size. In time these decayed, fell and were covered with soil &c and as this increased in thickness, the pressure of the soil and layers of decayed vegetable matter above and also the heat, transformed this carbon, into a hard substance, known to commerce under the name of coal. After this, when the land had become steadier and dryer, large reptiles inhabited it, many of them being sixty to seventy feet long. Next we find mammals wandering through the forests, feeding on the trees and smaller animals. They were monsters in size and strength. The then animals of the elephant family might have taken the place of parent to those now inhabiting the earth. For instance, the mastodom, an animal of the elephant family, many of which were sixty to seventy feet long and had tusks, some of them measuring fourteen feet. The mammoth may also be mentioned. The earth during this time has

acquired nearly the same form it has now. After this follows a long winter, when all the northern part of the continent was covered with snow and ice. Great glaciers which came from the north brought down sand, gravel and boulders and deposited them in the lower part of the land. These deposits become finer as you go farther south. It is now thought by some geologists, that this snow and ice came on suddenly, before some of the heavier animals could flee, and were consequently overwhelmed and buried in it. The carcasses of many mamoths, have been found in the ice of the more northern countries, some of them entirely preserved. In the islands north of Siberia, the tusks of these mamoths are washed ashore in such quantities, that it becomes a profitable article of commerce. This winter was followed by a climate something like the one now abounding, although somewhat warmer. It is about this time that man reached his perfection. It is believed by some that man is merely an animal developed to higher life, and it is probable he knew little more than to make tools and catch animals for food. From the remains, geologists have been able to trace to some extent the progress of man

HUBERT S. TITCOMB

July 9th 1875

A WEEK AT THE SEA-SIDE.

"The heart of the great ocean
Sends a thrilling pulse through me"

As one sultry evening in August, found me settled, in pleasant and cool apartments in Cliff Hotel, I imagined that I knew just the feeling with which Longfellow wrote those words. Overcome with fatigue of my journey and the heat, I sank down into an easy chair by my window, which opened toward the sea. A gentle breeze came up from the ocean cool and refreshing; the moon had made its appearance above the water some little time before; and the tide was slowly rolling in, making a very pleasant picture. I sat looking out upon this beautiful scene until the tide came in and began to ebb. I then rose and went below, where I found my friends waiting for me and we strolled out on the beach where we remained for some time. Before we returned to the house we had planned to go out for a row, before breakfast every pleasant morning, while we

remained there. I should here say, that by *we* I mean our party which consisted of Mr. & Mrs. Leland and daughter; Mrs. Anthony; Mr. Raymond; Mr. Hamilton and myself. Mrs. Leland was one of those beautiful, motherly ladies, whom we styled, "the mother of the family" But I think that it would be almost impossible to find a more striking contrast between mother and daughter than there was between Mrs. Leland and Gertrude. There was a strong resemblance in their faces, nor did Gertie lack any of the refinement which one would at once observe about her mother. But she was so high spirited and thoughtless. She seldom thought a second time before she said or did a thing. Mrs. Anthony was a pleasant little lady, but an invalid; therefore it was often impossible for her to join our pleasant excursions. Mr. Leland was very indulgent and was always trying to find something new, to interest us young people; and when he had succeeded in so doing, would stand by, quietly watching our enjoyment. Mr. Raymond and Mr. Hamilton were very lively and agreeable companions. The following morning it was clear and bright and when I went to the parlor, about six o'clock, I found Mr. Raymond, Mr. Hamilton and Miss Leland waiting for me. It was past eight o'clock when we returned and we were quite ready for our breakfast, as soon as we could prepare ourselves for it. We had enjoyed the morning so well that we were even more desirous to carry out our plan of the evening before in regard to a similar exercise each morning. The next day in the afternoon when the tide was low, some one proposed that we should obtain some horses and take a ride on the beach. We at once went up stairs for our riding habits and when we came down the horses were at the door and we started.

It was agreeably cool and the beach was so moist as to prevent its being unpleasantly dusty. I think that that was one of the pleasantest afternoons that we enjoyed while at the place. On Thursday morning after we had taken our row and returned to the house and lingered, over our breakfast, some time, trying to decide how to pass the day, Mr. Leland spoke of our going a short distance north, where we should find a great variety of sea weeds and shells.

Accordingly we prepared for the trip and started off with prospects, of a very pleasant day before us. We had as pleasant a time as we had anticipated and returned home shortly before sunset

In the evening we went out and watched the tide come in and ebb. When it was high tide, we sat and watched the swells. As we sat

there Mrs Anthony spoke of each of us trying to recall some of the beautiful expressions we had read, on the subject of swells. I think that one of the most beautiful quotations made was one given by Miss Leland, it was this ;—

“A plain, broad enough for the navies of the world to ride at large, heaves up evenly and steadily, as if it would lie against the sky, rests a moment spell-bound in its place, and falls again as far—the respiration of a sleeping child not more regular and full of slumber.” It was so calm and peaceful that it hardly seemed possible that there could ever be such a storm there, as was raging before night fall the next day. However I think I did not enjoy this quiet, peaceful beauty as I did the wild, grand scene during the storm.

The afternoon had been very pleasant. But at length there appeared a small cloud, just above the horizon. It steadily grew larger and darker until shortly before sunset the whole heavens were overcast with thick black clouds. Fierce flashes of lightening shot through the sky, followed by crash after crash of heavy thunder. The breakers dashed upon the beach and filled the air with white spray, the waves came up against the foot of the rocks and breaking dashed water and foam far above their summits. It was so grand and wonderful that I thought I should never tire of watching it and really felt sorry when it began to die away.

The last day of our stay came and we went out that morning on a pleasure steamer and while out we met an in-bound vessel, the captain of which was an old friend of Mr Leland's

He invited us to go on board, and as there was only Mr & Miss Leland beside myself, of our party, we accepted the invitation. After a time Miss Leland told Captain Davis that she was going to sing, as she should if she had been with him during the voyage and was returning home. So standing there on deck, she began to sing “Home, Sweet Home.” After she had sung a few words her father joined her, and soon a great many others. It was a very pleasant way of entering the harbor. This ended one of the pleasantest weeks I ever spent at the sea-side.

JOSEPHINE M WARE

July 9th 1875

UNDEVELOPED POWER.

Comparatively few people, probably, ever think about the immense amount of power continually going to waste. Take, for instance, the coal which is the chief fuel burned under our engine-boilers. Through the defective construction of engines, boilers and furnaces, only about fifteen per cent. of the power stored up in coal is utilized in the best engines now made, and in ordinary or badly-made ones, much less, the most economical consumption being one-and-a-half pounds of coal per horse-power per hour, and the least economical, seven pounds. Theoretically, one-fifth of one pound per horse-power per hour shall be ample.

The waste occurs from radiation of heat, in the engine, boiler and connections; leaks; defective condensation, if in a condensing engine; the heat that escapes with the exhaust steam, if non-condensing; the large amount of heat that escapes up the chimney; and imperfect combustion of the fuel.

If, in every pound of coal burned under an engine-boiler, we throw away four and one third horses-power of energy, how great must be the number of horses-power wasted in the millions of pounds of coal annually burned under steam-boilers!

In a medium-sized ocean-steamer, having engines of six hundred horse-power, the consumption of coal in an hour would be at least nine hundred pounds; and, at the rate, the amount of power thrown away, so far as useful effect is concerned, would be equal to the energy of three thousand, nine hundred horses.

All the energy stored up in coal came from the sun. Power is still emanating from the same source, and, in amount, that which reaches the earth far exceeds the power of all our engines combined. This great power has never been practically utilized in driving machinery or performing like work. The chief difficulty, in the attempts to utilize the sun's heat for such purposes, appears to be its variability. Even in summer, on some days, the sky is overcast and the sun does not shine at all. Were it not for this, it might be possible to arrange a system of lenses to generate steam in a boiler, and dispense with coal and other fuel. It is just possible that an invention may be made, at some future day, to enable us to make the sun take at least a portion of the burden, now supported wholly by our fuels. As the consumption of coal and wood must eventually exhaust the supply, such an invention would be a great boon to the world.

Another undeveloped source of power is that of the tides and waves. I once read an account of a machine intended to utilize some of the power of the tides ; but as that was the last I ever heard of it, I do not suppose it to have been very successful. I never heard of an attempt to drive machinery by wave-power, but I have seen an engraving and description of a ship constructed to take in water, in cavities formed in her sides for the purpose, at each roll imparted to her hull by the waves ; this, being discharged toward the stern, the reaction was expected to propel the vessel forward. I did not hear of the ultimate success or failure of the device.

Then, there is electricity. If it were possible to develop a powerful current at small cost, I do not doubt that, in most houses, there would be an electric engines, kept for driving washing machines, wringers, churns, coffee-mills etc. An electro-motor does not require constant attention, is not liable to explode, as is the boiler of a steam engine, and is much more convenient to use. But the cost of running an electro-motor of a given power is, according to high authority, somewhat more than fifty times as great as that of running a steam engine of the same power. Hence, electro-motors are never used.

At present, steam is the cheapest agent that we have, for continuously developing a large power, in most situations. Where water power can be obtained in quantity, it is cheaper than steam, but a steam engine could be used in a hundred cases, to one in which water-power would be convenient.

ROBT M. RIDDLE

July 9th 1875

WOMAN.

Geology teaches that long ages elapsed, before the earth was in a fit condition to support life ; and then its heated state was such, that only the lowest orders of plants and animals could exist.

If the "Darwinian Theory" be true, these plants and animals underwent a slow development ; no new species were created, but the feeble powers and elements of those first creations were made stronger ; with every age of the world's history newer and higher orders have been discovered, and this wonderful process of development studied through them. Fossils not only suffice to open for us the book containing the history of the earth's crust, but they teach us our own history also — the history of mankind.

For long ages the animal kingdom continued to improve and develop, and there came a time when, into the perishable body, an imperishable soul was introduced, which rendered that animal immortal; "God breathed into him the breath of life, and he became a living soul." We have no positive proof of the truth of this theory, but the thoughts contained in it seem more God-like.

In the bible we find the statement that it was *man* who first became immortal; from which the inference may be drawn, that the process of development in the other sex was much slower. Even at the present time the world assigns her a position which is, intellectually at least, inferior to his. Savage tribes hold their wives and female children in lower estimation than they do their dogs. In heathen countries she is conscious of only the germ of a soul; and occupies but a little higher station than the brute creation. While possessing all the powers and faculties, which are hers by right, she remains ignorant of them, and is no more conscious of the strength within than a horse knows his power to injure those who drive him, like that animal, she submits tamely to the control and tyranny of those no stronger than she.

To the human being alone has God given the powers which are possessed by himself. It is those powers which makes men and women so much superior to the lower animals, in them we get a glimpse of God. It is a law of nature that children resemble their parents; in a child we can trace the virtues and vices which we have known in its ancestors. As God is our common Father, it follows that we must be like unto him. The germs of truth, beauty, love, and patience are in all; but we have the power to crush them out, and give ourselves up to evil passions, if we will.

God has bestowed upon woman a natural gentleness, tenderness, and delicacy of perception, which few men possess. This gives them a great power over those around them, their influence is felt everywhere; and probably more lives have been saved—more lives have been ruined—through this influence, than from any other one cause. It is often exerted unconsciously, but is none the less effective. All our great and good men were once under a mother's training, and that training made them what they are. It is well said "she who rocks the cradle rules the world." Men are beginning to discover what they can do, and to fear, as well as admire, the power they wield.

A young man, who was seeking an office, firmly believing in the

power which the other sex could exert upon the election, determined to secure their good will. In order to do this he spent several days in calling upon the ladies, complimenting them freely, and making and receiving many presents. In one town however, he inconsiderately presented a woman with a gift, which had been bestowed on him by another lady in the same town, claiming at the time to have received it from a distinguished person in a distant country. This fraud, coming to the knowledge of the parties most interested, led to many other discoveries of like nature and the expectant young man found, upon election day, that the absence of a single vote in his favor from that town, decided the day against him.

Physically speaking the strength of woman is inferior to that of man, and it was evidently God's intention that he should stand between her and danger. But, while being in a manner dependent upon his care, she is under no real obligation to him. Her only master is her Creator ; her right are as full and free as man's ; like his they are God-given and cannot be taken from her. In uncivilized countries she is but a slave. As education and civilization progress she becomes exalted. The higher the state civilization in a country, the higher is she held in the estimation of man. Heathen nations consider her a being without a soul ; her existence is simply a bodily one ; her mind receives no cultivation whatever.

In India, and other Asiatic countries, the practice of suttee has existed for many centuries. It was asserted by the Brahminical writers that every woman, who thus burned herself, should remain in paradise with her husband thirty five million years. If, however, she refused to be burned with his body, she would have no place in paradise. Suttee is still occasionally, though rarely, practiced in some of the subsidiary governments of India.

If women were allowed the same chances for mental development that man is blessed with, their minds would expand and grow powerful ; their ability in that direction must be equal to his. Women are daily coming under our notice, we are learning to find strength and beauty in their works which is hardly excelled by any male author. Yet how few advantages they have compared with his. With much less cultivation, they are yet able to take their stand almost as equals in the point of mental ability.

Let the schools and colleges be opened to them, and they will soon prove their latent powers.

A great deal has been said about "woman's sphere," and many controversies have arisen in regard to this much disputed question. It seems to me that her true sphere is at home. When God created her he had this thought in view, in giving her to man as a helpmeet and companion. She is doing more good in the world while remaining quietly at home, and training her children to become useful members of society, than she could in any other position. But when circumstance make it better for a woman to remain single, then she should have an undisputed right to take an active part in public matters; and there should be remunerative employments open to her, that she need not be forced to rush into marriage for a home. All women cannot marry, and for them other situations should be ready. Married women too, of course, ought to have equal privileges with their single sisters, but a wife and mother is sadly mistaken if she leaves her own home to take part in public affairs when others, more capable than she, can fill her place much better. The family relations were established by God, and should not be thus lightly broken, nor allowed to lose their power. This yearning to be more man-like, which women are beginning to feel, probably arises from the fact that man has always occupied a so much higher position. They have a wrong idea that they must unsex themselves in order to stand side by side with him as an equal. It would be far better to allow their worth and goodness develop into a perfect womanhood, than to struggle along in this vain attempt to become what God never intended them to be.

The natural desires of a woman are not just like those of a man, and the things which content him will not always satisfy her, no matter what she may think or say about it; she will find sometime that she has been following after that which is not likely to promote her happiness.

One great mistake, that women are liable to make is in thinking love not necessary for their enjoyment in life. They shut up all the wealth of their affectionate natures, and become cold, repellent, and stern. Love is a necessary element in all. Men can do without it better; they do not understand it so well perhaps. They have other aims, and other wishes; for, as the poet says,

"Man's love is of his life a thing apart,
'T is woman's whole existence.

A woman cannot live a true womanly life without a constant outflow of affection for those around her.

Her presence should be like the sunlight, bestowing warmth and cheerfulness upon all. All the beautiful in nature must strike a sympathetic chord in her heart, and every living thing will teach her the love, beauty, perfectness, of the Infinite. It is through this wonderful love of woman that we learn to see more clearly the love of God, and to understand better its depth and purity

EMMA MACOMBER

July 9th 1875

OUR MOTTO

It is the custom for a class, graduating from school, to take with them, as they go into the world, a motto — a life motto — something which shall serve as an object in life for which to work and strive.

After much thought we have chosen *our* motto, that which seems best for us; that for which we are to work and fight — not for one week — not for one year, but *for life* — “The Marble Waiteth;” — yes as a rough block of marble waits for the sculptor’s hand to mould it into a statue, so are the materials from which our characters are to be formed, waiting for *us*, the sculptors, to mould them into *characters*. It has been left for us to choose, however, what *kind* of a character we will carve. Would the sculptor have his statue beautiful and perfect — then he must work with care and patience. Suppose he begins carefully but grows impatient as he goes on and hurries over the work making careless strokes, then his statue cannot be so nearly perfect as he might have made it; — just as his working is, so will his statue be. Even so is this work of moulding a character, the more carefully and patiently is the work done in just that measure will the complete character be toward perfection.

The sculptor must work slowly if he would work well; it requires time and care to fashion all those lines and curves; often he is obliged to take a very tiresome position, in which, after a few moments work, the weary arms refuse to act and fall helplessly by his side, then he must wait until strength returns, sufficient to resume the work; thus he toils day after day. The work of moulding a *perfect character* is slow work, but when patience, trust, love and hope are the instruments used, the worker, although he may sometimes grow weary and almost discouraged, still will not give up but work on, gaining strength as the work progresses.

The sculptor, when his statue is complete, may find that it falls far short of his *ideal* in perfection; he may have worked well and patiently but he lacked the skill and taste necessary to make his statue beautiful, or perhaps the material he uses is coarse and difficult to mould.

There is a fable of a celebrated sculptor who was banished by his king from his native land and was sent to a barren island to dwell alone. After long years had passed the king, at length, promised that if he would make a statue which pleased him, he would restore him once more to home and friends. The exile promised to try, but what could he do, alone there on the island, he had no stone of which he could make a statue, no instruments with which to work — nothing but coarse clay full of pebbles, but he said, “I will do the best I can with that,” so carefully and patiently and with many bitter tears he fashioned the image. At last it was complete, but he dared not hope that the king would be pleased with that dark rough image of clay. Anxiously, he waited the king’s coming, dreading to meet his disapproving eye. The king came at last, and the trembling exile, pointing to the statue said, — “It is only a poor image of clay which I have fashioned, but I have done the best I could.” He turned away but when he looked at the statue there he beheld — *not* the dark clay figure which he had seen but a moment before — but a beautiful, pure white, marble statue, perfect in every curve and line. The dark rough clay figure had been transformed to pure white marble — by what? by the love and pity of the king.

The character which we are moulding when complete may be rough and imperfect like the poor exile’s clay statue, but if it is wrought with care and patience and if when we take it to the master we can say “I have done the best I could,” then even his love may transform it into a pure, perfect character.

The time is drawing near when we must leave our pleasant school home, and now we must say farewell to those from whom so soon we separate. We thank you ladies and gentlemen for this visit. Many of the faces we see among you to-day are familiar to us, being of those who have visited us before, we thank you for the interest you have shown.

To our Board of Corporators, who have labored to promote the prosperity of the Institution and have taken such kindly interest in our progress, we say farewell. To Our Beloved Principal and Asso-

ciate Prin., whose noble Christian examples have taught us that a life devoted to others is the one most to be desired ; who have borne with patient, guiding care with all our waywardness and thoughtlessness ; whose tender loving words have strengthened and encouraged us in the path of duty, and the memory of which will accompany us all through our lives, we say, God bless you and — farewell.

To Our Teachers who have labored faithfully and earnestly, who by their own interest have inspired us with a thirst for knowledge and, carefully and encouragingly led us on in search for it, who have sacrificed gladly their own happiness, and given up their own cherished plans for us — farewell.

To Our Graduating Classmates ; — Soon we go forth each our separate way, to the work which is waiting for us in the world outside, taking with us this motto which we have chosen — “The Marble Waiteth” — let us go with brave hearts, trusting in God, knowing that he *careth* for us — farewell.

ORDER OF THE DAY

AT THE CLARKE INSTITUTION IN WINTER.

Rise	6 A. M.
Breakfast	6½ A. M.
Boys work in cabinet-shop	7¼ to 8½ A. M.
Devotional Exercises	8¾ A. M.
School	9 to 12 A. M.
Dinner	12¼ P. M.
School	2 to 4 P. M.
Girls sew, larger boys work in cabinet-shop	4¼ to 5¾ P. M.
Supper	6 P. M.
Study-hour and Prayers	7 to 8½ P. M.
Retire	8½ P. M.

The younger children retire at 7 P. M.

SUNDAYS.

Study the Sabbath-school lesson one hour.

Attend various churches with the teachers and attendants.

Sabbath-school lessons with the teachers in the afternoon.

In the evening the second and third classes devote from one to two hours to reading and devotional exercises.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner:

Scriptural Invocation.

Psalm.

Collect, Epistle and Gospel for the Day.

Hymn.

Sermon.

Extempore Prayer.

Silent Prayer.

Hymn. •

Doxology.

In all parts of the service except the sermon the pupils join audibly.

TERMS OF ADMISSION.

THIS Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners, and morals.

The charges are three hundred and fifty dollars a year; for tuition alone, eighty dollars; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title-page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

FINANCIAL STATEMENT

OF THE CLARKE INSTITUTION.

RECEIPTS.

Cash on hand, September, 1874	\$ 2,453.15
From the Fund	18,638.63
“ “ State of Massachusetts	11,030.00
“ Other States and Pupils	3,292.50
“ Donation for Debt	900.00
“ Cabinet-Shop	292.68
	<hr/> \$ 36,606.96

EXPENDITURES.

CURRENT.

For Salaries and Wages	\$ 10,747.02
“ Groceries and Provisions	4,737.36
“ Furnishing	300.88
“ Fuel and Light	2,114.39
“ Repairs	1,440.03
“ Cabinet-Shop	1,647.35
“ Farm and Stable	460.24
“ Incidentals	1,216.25
	<hr/> \$ 22,663.52

SPECIAL.

For Insurance	\$ 69.00
“ Interest on Debt	1,205.39
“ Payment of Debt	9,500.00
“ Payment of Loan	621.48
To balance Account *	2,547.57
	<hr/> \$ 13,943.44
	<hr/> \$ 36,606.96

* In former statements the receipts from the principal of the fund were not in every instance separated from the interest, and this entry is now made to correct these errors.

NAMES, RESIDENCES, ETC., OF PUPILS, FOR THE YEAR ENDING SEPTEMBER 1, 1875.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARKE INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSE OF DEAFNESS.
Aiken, Frank A.	Galveston, Texas	Public school before he became deaf	March, 1874	14 yrs. 2 mos.	Inflamm. of brain with meningitis, at 12 years.
Allen, Harry B.	Essex	.....	Sept. 1872	10 yrs. 9 mos.	Congenital.
Andrews, Mary E.	Salon	.....	Sept. 1870	11 yrs.	Congenital.
Baker, Joseph	Milton	.....	Sept. 1871	13 yrs. 3 mos.	Scarlet fever at 5 years.
Benson, Margaret	Matapan	.....	Sept. 1872	9 yrs. 3 mos.	Scarlet fever at 2 years.
Bowers, Frank E.	Springfield	.....	Oct. 1867	9 yrs. 2 mos.	Unknown, before 2 years; partially deaf.
Brudley, George M.	Northampton	.....	Jan. 1871	10 yrs. 2 mos.	Cerebro-spinal meningitis at 8½ years.
Burton, Mary S.	Lynn	.....	Sept. 1871	10 yrs. 2 mos.	Scarlet fever at 4 years; lost speech.
Cheevers, Matthew	Tyringham	.....	Sept. 1871	8 yrs. 2 mos.	Injury of head at 3 years; lost speech.
DeLaitte, George R.	Easton, Me.	.....	Oct. 1873	11 yrs. 3 mos.	Whooping cough at 1 year.
Ellsworth, Allie	Newburyport	.....	Oct. 1867	7 yrs. 3 mos.	Unknown; at 2 years.
Field, Alice	W. Westminster, Vt.	Public school	Sept. 1871	18 yrs. 6 mos.	Scarlet fever at 10 years.
Forbes, Alice V.	Sherborn	1½ years at Boston School for Deaf-Mutes	Sept. 1871	8 yrs. 3 mos.	Cerebro-meningitis at 18 months.
French, John Y.	Charlestown	.....	Oct. 1867	5 yrs. 3 mos.	Unknown; partially deaf at 2 years.
Gates, Anna	Fitchburg	.....	Sept. 1872	8 yrs. 2 mos.	Scarlet fever at 4 years; lost speech.
Hills, Walter	Northampton	.....	Sept. 1873	7 yrs. 3 mos.	Diphtheria between 3 and 4 years of age.
Holland, George H.	Amherst	Public and private schools	Sept. 1872	14 yrs.	Unknown; at about 2 years of age.
Houghton, Edith M.	Worcester	.....	Sept. 1873	8 yrs. 6 mos.	Congenital.
Howes, Bertha	East Dennis	.....	Oct. 1867	5 yrs. 5 mos.	Unknown; at 10½ years.
Howes, Edna J.	Dennis	.....	Sept. 1873	14 yrs. 1 mo.	Cerebro-spinal meningitis at 13½ years.
Jacobs, Horace H.	Springfield	Public school	Oct. 1867	9 yrs.	Congenital.
Jordan, Harry	Newton	Public school	Oct. 1867	13 yrs. 8 mos.	Unknown; at 2 years.
Keith, Arthur	1 year at Chelmsford	.....	Oct. 1867	9 yrs.	Congenital.
Kelley, Ella H.	Ludlow	1 year at Chelmsford	Dec. 1874	18 yrs. 5 mos.	Unknown; at about 4 years; lost speech.
Kenney, John S.	Princeton	Public school	Sept. 1872	7 yrs. 7 mos.	Congenital.
Kenney, Julia	Woburn	Parts of 2 years in the Boston School	Sept. 1872	6 yrs. 8 mos.	Congenital.
Kirwin, Alfred R.	Woburn	.....	Sept. 1868	7 yrs. 7 mos.	Measles at 1 year.
Kleinhaus, Jacob	South Boston	.....	Sept. 1872	10 yrs. 10 mos.	Brain fever at 4 years; lost speech.
Leonard, Mary A.	Chicago, Ill.	1 year in Chicago	Oct. 1874	19 yrs. 2 mos.	Unknown; at 13 years.
Liu-oh, Ellen Etta	Athol	Public school	March, 1873	5 yrs. 8 mos.	Cerebro-spinal meningitis at 4 years.
Loomer, Erwin G.	Worcester	.....	Sept. 1874	7 yrs. 7 mos.	Sickness at 10 months; partially deaf.
Lord, George	North Brighton	.....	Sept. 1871	6 yrs.	Unknown; at 3 years; lost speech.
Macomber, Emma F.	Worcester	Public school before she became deaf	Sept. 1872	18 yrs. 6 mos.	Spotted fever at 10½ years.
McDonald, Wm. H.	Monmouth, Me.	.....	Oct. 1873	8 yrs.	Scarlet fever at 3 years; lost speech.
McNair, Helena	Gloucester	.....	Oct. 1873	8 yrs. 1 mo.	Congenital; partially deaf.
Munro, Kattie E.	Deerfield	.....	Dec. 1870	7 yrs.	Brain disease at 2 years.
Morse, Etta M.	Northampton	.....	Sept. 1869	5 yrs. 11 mos.	Congenital.
	New Braintree	.....	Sept. 1869	17 yrs. 6 mos.	

Morse, Walter F.	Norwood	1 year at Chelmsford	1868	10 yrs.	9 mos.	Congenital.
Munger, Willie D.	Bridgeport, Conn.		Sept. 1868	7 yrs.	6 mos.	Abscesses in the head; bet. 1 and 2 yrs. of age.
Nichols, J., Daniel	Lynn	Public school before he became deaf	Sept. 1873	11 yrs.	2 mos.	Cerebro-spinal meningitis at 11 years.
Perley, Lyman H.	Ipswich		Sept. 1869	7 yrs.	2 mos.	Scarlet fever between 1 and 2 years.
Pomeroy, Adella E.	Wrentham		March, 1873	8 yrs.	2 mos.	Congenital.
Porter, Isabel E.	Groton	4 months at Chelmsford	Oct. 1867	8 yrs.	9 mos.	Scarlet fever at 3 years 2 months.
Richardson, Eugene H.	Philadelphia, Pa.	Private school and at home	Nov. 1874	5 yrs.	6 mos.	Scarlet fever at 5 years.
Riddle, Robert M.	Boston		Sept. 1873	16 yrs.	9 mos.	Inflammation of the brain at 7 years.
Roberts, John	East Boston		Sept. 1871	7 yrs.	7 mos.	Fall at 3 years; lost speech.
Roby, Fanny	Warren		Sept. 1870	7 yrs.	11 mos.	Severe cold at 15 months.
Root, Edna M.	Hullowell, Me.		Oct. 1872	6 yrs.	2 mos.	Erysipelas in infancy.
Russell, Emma M.	Charlestown, S. C.		Sept. 1870	7 yrs.	2 mos.	Measles at 1 year.
Sawyer, George C.	Greenfield		Oct. 1867	7 yrs.	1 mo.	Measles at 1 year.
Sheahan, Thomas	Rochester, Ind.		Sept. 1872	10 yrs.		Brain fever at 2 years.
Shepherd, Edith F.	Newburyport		Sept. 1873	6 yrs.	9 mos.	Cerebro-spinal meningitis at 4 1/2 years.
Titcomb, Hubert S.	East Boston	Public school before he became deaf	Sept. 1870	11 yrs.	8 mos.	Scarlet fever at 9 years 4 months.
Towle, Lowell	North Brookfield		Oct. 1867	7 yrs.		Humor at 1 year 4 months.
Tucker, Nellie F.	Ayer		Sept. 1873	10 yrs.		Inflammation of brain at 6 months.
Underwood, Carlton J.	Salem		April, 1874	5 yrs.	10 mos.	Scarlet fever at 5 years.
Upham, Alice A.	West Haven, Conn.		Sept. 1872	7 yrs.	6 mos.	Fall at 13 months.
Ward, Harry W.	West Haven, Conn.		Oct. 1867	7 yrs.	2 mos.	Congenital.
Ware, Josephine	Worcester		Jan. 1868	5 yrs.	1 mo.	Congenital.
Whittier, Mary E.	Bangor, Me.	Public school before she became deaf	Sept. 1869	13 yrs.	2 mos.	Meningitis at 11 years.
Zimmer, George E.	Lowell		Oct. 1867	9 yrs.	10 mos.	Congenital.
			May, 1874	6 yrs.	2 mos.	Inflammation of brain at 5 years.

Whole Number of Boys, 33, Girls, 29, Total, 62.



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1875/76

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NINTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes,

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1876.

NORTHAMPTON :
GAZETTE PRINTING COMPANY,
1876.

N I N T H
A N N U A L R E P O R T

O F T H E

Clarke Institution for Deaf Mutes,

A T

N O R T H A M P T O N , M A S S . ,

F O R T H E

Year Ending September 1, 1876.

N O R T H A M P T O N :
G A Z E T T E P R I N T I N G C O M P A N Y ,
1876.

(CHAP. 300.)

AN ACT RELATING TO DEAF MUTES.

Be it enacted, &c., as follows :

SECTION 1. No beneficiary of this Commonwealth in any institution or school for the education of deaf mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

SECTION. 2. This act shall take effect upon its passage. [*Approved May 17, 1871.*]

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1895/76
CLARKE INSTITUTION FOR DEAF MUTES,

AT NORTHAMPTON.

MEMBERS OF THE CORPORATION.

GARDINER G. HUBBARD, Boston, *President*.
JAMES B. CONGDON, New Bedford, *Vice President*.
THOMAS TALBOT, Billerica, *Vice President*.
SAMUEL A. FISK, M. D., Northampton, *Clerk*.
WILLIAM ALLEN, Northampton.
LEWIS J. DUDLEY, Northampton.
JULIUS H. SEELYE, Amherst.
HORATIO G. KNIGHT, Easthampton.
F. B. SANBORN, Concord.
J. HUNTINGTON LYMAN, Northampton.
HENRY WATSON, Northampton.

TREASURER.

LAFAYETTE MALTBY, Northampton.

COMMITTEES OF THE CORPORATION.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, *Chairman*.
GARDINER G. HUBBARD,
HENRY WATSON,

JULIUS H. SEELYE,
F. B. SANBORN,
THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, *Chairman*,

HENRY WATSON.

WILLIAM ALLEN,

PRINCIPAL.

HARRIET B. ROGERS.

INSTRUCTORS.

CAROLINE A. YALE, *Associate Principal*.
E. EMMA GROVER, *Special Teacher of Articulation*.
MARY E. POTWIN,
RUTH WITTER,
MARY P. BARDWELL,
KATHARINE ALLEN.

STEWARD.

HENRY J. BARDWELL.

MATRON.

AGNES S. GOULDING.

ASSISTANT MATRON.

MATILDA McINTOSH.

ATTENDANTS.

MARY N. REED,

MARY A. FIELD.

MASTER OF CABINET SHOP.

WILLIAM H. NOWELL.

FARMER.

REUBEN ROBINSON.



Report of the Corporation.

To the Board of Education :

GENTLEMEN : The Ninth Annual Report of the Clarke Institution for the year ending September 1, 1876, is herewith submitted.

Our Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board and lodging ; caring, also, for his health, conduct, manners and morals. The charges are three hundred and fifty dollars a year ; for tuition alone, eighty dollars ; payable semi-annually, in advance, the first week of each term. No pupil is allowed to withdraw before the end of the second term, in July, without weighty reasons, to be approved by the School Committee. The State of Massachusetts appropriates, annually, funds for the education of its deaf mutes in this as well as other schools. Children aided by these funds must remain members of the school until dismissed by the proper authorities. The Institution also appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. There are two terms in the year, of twenty weeks each ; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter ; the second commencing on the first Wednesday in March, with a summer vacation of eight weeks. It is desirable to have all applications for admission for the year, which begins in September, made as early as June. No pupils are admitted, except at the beginning of the year, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter. Pupils must be at least five years old. The Institution is not an asylum, but a school of learning ; and none can be

admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

It seems best, at the outset of this Report, to mention these conditions of admission to the Clarke Institution, since it is from the Annual Reports, for the most part, that the public must learn them. For the same reason, before reporting upon the present condition and future prospects of our school, we may copy from a report prepared for the Massachusetts Educational Exhibit at Philadelphia, a concise statement of the method of instruction adopted at the Clarke Institution, with some of the arguments in its favor :

“ In reviewing our plan of instruction, let it be remembered that we receive pupils earlier than the majority of schools for the deaf,—five years being the age at which pupils may be received. Our course of study is divided into a Common or Grammar Course, extending through a period of seven years ; and a High Course, to be completed in ten years. This is our plan, yet we find the necessity of frequent exceptions to this. There are always pupils who gain promotion, and there are those, also, who never acquire more than the elements of language.

During the first year we employ some exercises of the Kindergarten. Writing is taught before the printed words are introduced. Words are combined into sentences as soon as possible. In some cases ten or twelve words form the basis of connected language. Numbers and drawing are also taught. The second year's course includes more difficult constructions in language, reading from print, numbers and drawing. The third year is devoted to language, to numbers, to lessons preparatory for geography, and drawing. The fourth year's course includes language, arithmetic, geography, lessons on the parts of the human body, manual of commerce, and drawing. In the fifth year, United States history is added. In the sixth, the outlines of universal history are begun, and the elements of botany. The seventh year closes our Common Course of study. In this year, arithmetic is completed as far as through simple interest ; also, the outlines of universal history, the elements of zoölogy, physiology, philosophy, and physical geography are taught. The studies of the High Course are arithmetic, algebra, geometry, physiology, zoölogy, botany, geology, chemistry, astronomy, United States history, ancient and modern history, civil polity, grammar and analysis, rhetoric, English literature, psychology, and drawing (freehand, instrumental, and crayoning or water-colors).

The course of instruction in Sunday school embraces the Gospels, the Old Testament history, the Psalms, the Prophecies,

the Acts, and the Epistles. This, with daily devotions and Sunday services for the older pupils, affords as ample opportunity for worship and religious instruction as are found elsewhere. The daily devotions and Sabbath school are held in the classrooms, thus making it possible to adapt instruction to each grade.

Our system of instruction, as detailed herein, is not faultless, neither do we claim that it is of universal application to deaf mutes; but we do claim that a large proportion can be taught speech and lip-reading, and that it need not impede their mental development. The culture of the moral nature, and the development of the mental faculties, we consider the great ends to be attained. Inseparable from the latter, as a means, as well as an end in itself, is the acquisition of language. We believe that speech and lip-reading, with writing, are far better means of instruction in language than signs, putting the pupil in readier communication with others than it is possible for signs or the manual alphabet to do. The lack of teachers of experience, and the want of suitable text-books, greatly impede the progress of the work; but the value of the results attained is beyond estimate, for by this system the deaf are, so far as possible, restored to society, and society to them."

. . . "We have alluded to our system of intellectual development, as separated from speech, during the first two or three years of our course, and as being carried on by writing. After that time, instruction is given orally; classes recite by topics, or give oral replies to oral questions.

"Articulation is taught by imitation. Hearing children acquire it by the same process, the difference being that, among the deaf, sight and touch are to be educated to perform the functions of the lost sense in the production of articulate speech. As hearing and touch are educated to supply the lack of sight to the blind, so may sight and touch supply the lack of hearing to the deaf. It is by no means claimed that the highest development of these remaining senses can furnish an equivalent for the loss of hearing, since the avenue of sound is always open in the hearing child, and speech is acquired without conscious effort, and often before the child seems capable of close attention; whereas, on the part of the deaf child, the closest attention must be given; and even this cannot compensate him for the loss of that constant tuition in speech enjoyed by every hearing child, by which the meaning of the articulate and inarticulate sounds about him is made known, and by which, also, he is induced to imitate those sounds that express his emotions. Neither can any substitute be offered for the loss of hearing as a constant guide in speech. The deaf child is to be induced, through the senses of sight and touch, to attempt the imitation of each position and movement of the vocal organs necessary for the utterance of these sounds. . . .

“The establishment of a primary department, entirely disconnected from the higher department, is very desirable. In this the younger children will be kept until ready for the use of speech, thus avoiding the temptation to its premature use on their part ; and also that use of signs by the older pupils, which is necessitated by their intercourse with those too young to be familiar with lip-reading. . . .

In the Second Annual Report, the views of Miss Rogers in regard to signs were expressed in the following words : ‘Believing that all signs on the part of the pupils, and all on the part of teachers, except those few and simple ones used by intelligent mothers and nurses to explain the meaning of new words or phrases, are prejudicial to advancement in articulation, whatever their intrinsic merits, we do all in our power to prevent their use.’ ”

The primary department above mentioned will be opened in the extension of the Institution building, on Round Hill, during 1877. The extension is now going on, and in connection with it the heating apparatus of the whole Institution has been changed by the substitution of steam for furnace heat. The actual and estimated cost of the buildings and the new heating apparatus is less than \$45,000, of which something more than \$20,000 has already been expended.

The estate of the Institution contains eleven acres, upon which are three main buildings,—*Clarke Hall*, for recitations ; *Baker Hall*, for the primary pupils ; and *Rogers Hall*, for the older pupils, in which is the residence of the Principal. There is also a large workshop, a laundry, a stable, and a cottage for the farmer. The arrangements and appliances of the Institution have proved very satisfactory. Its domestic régime resembles that of a well-regulated private family. Boys and girls of each department have their separate dormitories and play-grounds, but come together in the school and the dining-room. Each pupil has a separate bed, and, when possible, a separate room. All are required to make their own beds and keep their rooms in order. The younger pupils are taught to use the needle ; the older girls to make and mend clothing ; while the older boys find employment in farm or garden, or in the workshop. The teachers take their meals at the same tables with the pupils, and are seated among them, to supply their wants, inculcate good breeding, and encourage social intercourse. All is home-like, and, with trifling exceptions, good health has always prevailed.

The Report of the Principal, which is appended, as usual, will show what has been the progress of the classes in the school year which closed in July, 1876. The number of pupils for the current school year is somewhat greater than last year, but we have been obliged, for want of room, to refuse many applications for the admission of pupils. Upon the completion of the building now going forward, we shall be able to receive a hundred pupils, though it may not be advisable to admit so many as thirty or forty in the first year of the new arrangement, which contemplates a total separation of the primary pupils from the older ones, till articulation and lip-reading have become available to the former as a means of communication.

Although the cost of the new construction and heating apparatus will not exceed \$45,000, the outstanding debt at the completion of our buildings will be much less than this. Between 1870 and 1872 a debt of \$35,000 was incurred by the corporators in the erection of buildings, which was all paid before 1876. It is the opinion of our Treasurer that the new debt incurred in the extension of the buildings will be about \$30,000, and this sum has been borrowed of the Northampton Institution for Savings. The estimated receipts and expenses of a school with 100 pupils will be substantially as follows :

The annual receipts from the fund,	\$18,000
From 80 pupils, at \$225,	18,000
From 20 pupils, at \$350,	7,000
	<hr/>
	\$43,000

The average receipts from each pupil in 1876 were \$251 ; by this estimate they are \$250.

The general expenses for 1873 averaged \$355 per pupil ; for 1874, \$379 per pupil ; for 1875, \$366, and for 1876, \$310 per pupil.

About one-third of these expenses are fixed, and do not depend on the number of pupils. The expenditure of the school with 100 pupils would be, at the present rate, \$31,000, which is about the estimate made by the Steward last year. If we allow for an increase of these expenses to \$35,000, and a reduction in the receipts from the State pupils to \$200 each, the Institution would still have a surplus in each year. We shall hope, therefore, to reduce the charges to State pupils materially, on the opening of the new Primary Department during the year 1877.

For the present year, however, the expenses of the school will be increased by the additional cost of fuel required by the new heating apparatus, and by the many changes rendered necessary in consequence of extending our buildings. The sum given this year as the current expenses of the school—less than \$19,000—will always be exceeded in future, while the income of the Institution's funds is likely to diminish rather than to increase, in consequence of a lower rate of interest. The present valuation of our real and personal estate is upward of \$350,000 ; of which about \$256,000 constitutes the fund created by the legacies of the late John Clarke, Esq., from whom the Institution is named.

The proposed meeting of the Principals of all the deaf mute schools in the country at the Clarke Institution, in July last, was given up in consequence of the necessary absence of our Principal, Miss Rogers, during a portion of the Summer Term. Such a gathering under our roof would have been very gratifying to the Corporation, as giving evidence that the fellowship which ought to exist between teachers seeking the same important end, though by diverse means and methods, has already been established, and we hope, at no distant day, to renew the invitation, and secure the visit of this body of able instructors. The number of deaf mute schools grows larger every year, and their system of instruction is constantly improving. We are confident that such is the case in our own school, and we have reason to believe that it is not less so elsewhere. There is still much room for improvement, and especially for a more careful provision for, and discriminating treatment of, the younger pupils, which is essential to any comprehensive system of deaf-mute education. It is with the hope of doing something more useful in this direction than has hitherto been attempted in America, that we have felt justified in expending a large sum for the establishment of a Primary Department here. For the same reason, we view with favor the opening of day schools in our cities, and the trial of all well-considered methods in the older schools.

We would return our thanks to Dr. Knowlton for professional services, to the Connecticut River, Boston and Albany, and New Haven and Northampton railroads, for carrying members of the Institution at reduced fares. Also, to the publishers of the "Hampshire Gazette," the "Free Press and Journal," "The

Deaf-Mute Journal," "The Deaf-Mute Chronicle," "Deaf-Mute Pelican," "Kentucky Deaf-Mute," "The Index," "The Goodson Gazette," "The Mute Journal of Nebraska," "Our Record," "Dumb Animals," "The Gopher," and "The Deaf-Mute Mirror," for the gratuitous contribution of their papers to our Institution the past year.

Especially are we indebted to a thoughtful young lady for the contribution of \$20 to the happiness of the pupils at Christmas.

We would call attention to the report of the Principal, to the reports from graduates, the financial statement, the list of the pupils, and the prescribed daily routine published herewith.

For the Corporation,

GARDINER G. HUBBARD, PRESIDENT.

NORTHAMPTON, Oct. 11, 1876.

Report of the Principal.

To the Corporators of the Clarke Institution :

GENTLEMEN : Herewith is submitted the Report of our school for the year ending September 1, 1876 :

During the year there have been sixty-one different pupils. Of these, seventeen were new pupils, twelve of whom, with three from the class above, formed the new class, while the remaining five entered existing classes.

Of the whole number of pupils, sixteen were semi-mute, eight of whom could not read on entering school. Five pupils were semi-deaf. None of them could read, nor use connected language. These and five of the semi-mutes would practically have become wholly mute without special instruction in articulation.

All the pupils receive special instruction in articulation and voice-culture, employing from one to two hours daily for this purpose. All but the two younger classes use speech and lip-reading as a means of communication and instruction. With these classes, during the first two or three years' drill preparatory to the use of speech, instruction in language is given through writing. Then speech and lip-reading are gladly introduced. Professor Bell's system of "Visible Speech" continues to be to us a valuable dependence in teaching articulation.

The Seventh and youngest class has consisted of Mary Castle, Nellie Fowler, Nellie Hayward, Winnie Larkin, Grace Kendall, Edna Root, Herbert Bellows, Arthur DesRochers, Edward Gilligan, Arthur Higley, Erwin Loomer, Herbert Pratt, John Roberts, Henry Smith, and George Zimmer.

This class has had, during the year, some exercises of the Kindergarten, such as laying sticks and rings in imitation of designs given by the teacher, or in patterns of their own design-

ing ; weaving, card pricking, and drawing. These exercises cultivate the powers of perception and imitation, give skill to the fingers, and are a source of pleasure to the children. One or two of these exercises have been practiced daily. The class are able to perform written commands, and to express actions in writing by sentences, such as—"Nellie carried a book to Smith," "John fell on the floor," "Arthur stands on Smith's desk," "Mary threw the ball to me." They give combinations of numbers amounting to twenty.

The Sixth Class has consisted of Margaret Benson, Edith Houghton, Adella Pomeroy, Alice Upham, Matthew Cheevers, George De Laite, George Lord, William McDonald, and Harry Allen.

This class have read from Franklin's and Monroe's First Readers, have had exercises in asking and answering questions, in writing descriptions of pictures ; have had lessons in numbers and preparatory lessons in geography.

The latter part of the year they began to use speech in school hours, and to translate from "Visible Speech" into English. Next year the class will be encouraged in the constant use of speech and lip-reading. The class have had instruction in Sabbath school.

The Fifth Class has consisted of Annie Mullen, Etta Lincoln, Edith Shepherd, Eugene Richardson, and Carl Underwood. This has been kept as a distinct class only part of the time, having joined the Sixth Class for many of its exercises.

The Fourth Class has consisted of Mary Andrews, Anna Gates, Ella Kelley, Lizzie Kelly, Emma Russell, Nellie Tucker, Julia and John Kenney, Lyman Perley, and Thomas Sheahan.

Speech and lip-reading have been used this year with this class as a means of instruction and communication, both in and out of the school-room. When children have reached this point in their course of instruction, they are more pleased than at any other stage in their progress, and to this they must be brought in our prospective Primary School.

This class have read in Monroe's First and Franklin's Second Readers, have had exercises in answering and asking questions, and in writing descriptions of pictures. In arithmetic they have practiced the four elementary processes in examples employing language, but are not yet sufficiently familiar with long division.

The last half of the year they have used Cornell's Primary Geography, taking the map questions on the hemispheres. They have begun to study the subjects treated in Brown's Manual of Commerce. They have had instruction in Sabbath school.

SPECIMENS OF COMPOSITION.

[All compositions herewith given were written without suggestion and stand uncorrected.]

I.

There are three children in this picture.

One girl is dressed in a plain blue dress and a hat. Her right hand is on the boy's shoulder. She turns her head to other way. She walks in the water. I think she afraid that she will fall down in the water and she will drown. Her ribbon is around her hat. Her hair is curly. One boy is walking in the water. He carries a little girl in his arms. I think a little girl is his sister. He is a bare-footed. He wears a red coat and pantaloons and cape. His hair looks badly. He is beside the rock. The rock is in the water. I do not know what is the name of the rock, and I think you know what is the name of it. A little girl is dressed in a plain yellow cape and a dress and a red hat and stockings and slippers. Her arms are around the boy's neck. She has curly hair. That is a river which is a stream of water flowing into the land. Another rock is a very large. It is not very high but it is a low.

NELLIE TUCKER.

[Thirteen years old ; deaf at six months ; three years instruction.]

The Third Class has consisted of Alice Forbes, Helena Merchant, Kittie Minor, Fanny Roby, Willie Munger, Allie Ellsworth and Harry Ward. This class have continued the lessons on the subjects treated in Brown's Manual of Commerce, have studied mental and written arithmetic, geography of Europe, Asia and Africa, using Cornell's Primary. They have had occasional exercises in composition, and various general exercises.

II.

A TRUE STORY.

Last week in the afternoon Florence Chapman and I went down the hill to swing. She and I stood up and swung very high. She thought that the board was very strong, but it was not. By and by the board became to

break, and so Florence and I fell down and hurt them very much but she and I do not cry at all. She laughed very hard and I too. By and by Mary Burton came for help, but she laughed, Ella Griffin jumped for she wanted to get me up, but I got up very fast, and Edna Howes looked at her watch, and she looked up, and she saw Florence and I fell down, and Edna's cheeks became so pale for she thought that Florence and I got hurt very much. And we all laughed at Florence and I. Because Mary Burton said "that my face looked very funny and Florence said " Oh, when she fell down on the ground. My hands looked very red, and hurt me very much. So we went home.

FANNIE ROBY.

[Fourteen years old ; deaf at fifteen months ; six years instruction.]

III.

STORY.

I am going to write a story. I am sitting on the piazza to write my story. There are many beautiful things here. The mountains, river, and valley are near Northampton. The Connecticut River is so beautiful, it is in front of the Mount Holyoke. There is a large house on Mount Holyoke. This house looks small, because it is far away from here. There are very few beautiful places near Northampton. Amherst and North Hadley are in the north of Northampton. There are many houses here. Very beautiful grass grow here. They are of color green. There are very many trees growing on the mountains. These mountains are very long. The sky is so far off from here. It is of blue sky and white color. The white color are called clouds. Far off from here there is some clouds that looks very much like ice cream. It is so beautiful, it is yellow and pink.

KITTIE MINOR.

[Thirteen years old ; deaf at two years ; seven years instruction.]

The Second Class has consisted of Alfred Kirwin, Daniel Nichols, John French, Jacob Kleinhans, Mary Burton, Florence Chapman, Annie Watson and James Dillman. The last three, two semi-mutes and one semi-deaf, entered school this year. One of them joined in some of the exercises of the High Class. The class have studied mental and written arithmetic, geography, Higginson's History of the U. S., Swinton's Language Primer, and the elements of botany. They have had weekly exercises in composition. In Sabbath school they have had Old Testament History.

IV.

ROOSTER.

Last summer when I was at home, I saw a rooster with the hens near my father's barn. I asked my father's servant, " Whose rooster is that ? " She

said those hen and rooster belonged to my father. Some days afterward my rooster walked out side of the yard with the hens and stops to with them. When the other rooster come. My rooster saw him come and was angry and both were being fight. I ran to them and wanted to stop them. They did not stop so I held one of them in my hand and throw it over the fence which belonged to a man. I did not know which rooster beat. My rooster often fight with the other rooster which come to his place. I thought to myself I must call it "a best fighting rooster" because he often fight and beated the other rooster. I did not like to have him fight with them all the time. One day William my cousin went to the shop. I fed the hens and rooster with corn. The other rooster saw many hens eat the corn. He would have some for himself so he ran to my own hen. I did not want him to have corn, because he does not belong to my father. When my rooster saw him come, He went up to fight or drive him back from the hens. My rooster defeated the other roosters many times.

JACOB KLEINHANS.

[Fifteen years old ; deaf at four years ; lost speech ; five and a half years instruction.]

V.

ON THE BEACH.

When I was about eleven years old, I lived in Lynn with my father and mother. My friend asked me if I wanted to go the beach, I said "yes." So he, and his wife and another friend and I went into the depot to sail to a city. We waited till the steamboat came and we went in. My friend went to another boat which was near the steamboat. Before the steamboat reached he jumped from the boat to here. It reached this city. We went to the sea-shore. My friend went to a store to buy fish hook. He sat on a rock and caught some fishes. When it was time for dinner he cooked some fishes and potatoes. My friend, named Lizzie Viannah, and I played together. After dinner we played and picked up some shells and pretty stones. My friend and his wife sat on the settee in the piazza of the bathing-house. I filled my hands with shells and stones and played with them. I went to the house to find my friend. I found them sitting on a settee and sat with them. We had a merry time on the beach. In the afternoon we went into the carriage to go home. It was almost evening when I went home. I told mother that I had a very nice time on the beach. The next day I went to my friend's home to visit her.

MARY BURTON.

[Fifteen years old ; deaf at four years ; lost speech ; five years instruction.]

NORTHAMPTON, June 22nd, 1876.

DEAR MOTHER, Two weeks ago I received your letter. You wrote and said you were unkind, not to write to me for a long time, but you are not,

because I always know you are very busy. Fred wrote to me several times this term. Last Sunday I wrote a good long letter to Walter, and send him a postage stamp, and a sheet of paper, that he will write to me soon. Next month when I have a vacation, I will go down to see Walter with you or Fred. Fred went down to see him the 7th of this month. My aunts, uncles, and cousins want to see me very much, but they can see me, when I am at home next July. Lizzie's work box is almost finished, but next week I will divide the little boxes into the inside of it. After it is finished, I will frame your pictures. I think Fred will come to the Boston depot to meet and take me home when I go from here. We shall go home in four weeks, and we shall have a long vacation of nine weeks. The children do not write to their parents again this term, but I will write to you once more to send me some more money. The workmen are building up the new girls-house fast. Please write to me soon.

Your loving Son

A. R. KIRWIN.

[Fifteen and a half years ; deaf at one year ; eight years instruction.]

VII.

THE OLD CHURCH ON FIRE.

Last night after the shop hour was closed I went out of the shop. Some of the boys stayed in the shop. Mr. Nowell said "Hush ! Hush !!" to the boys and listened a minute and said that there was a fire in the town. Then the boys ran and told the other boys that were out doors that there was a fire. We all together ran to the boys' house and went up stairs and looked out of the window and saw the smoke burst out of the roof of the Old Church, then we all went down stairs and got ready for supper. Then Miss Field took us to the back of the school house. We were watching the fire as it grew larger and larger. When it was supper time we went to supper. After supper, we watched the fire again and very soon we saw two other houses already set on fire. We saw two or three firemen trying to put out the fire of the court house and they saved it. The stone store it was nearly all burned up. The top was burned. Miss Yale gave me permission to go to the fire and also several other boys. We ran most of the way down to the fire. We saw the stone store and George Sawyer said that he saw one of our carpenters working at the hose very bravely he was throwing the water in through the windows. When we came nearer we saw the Old Church in ruins and the men were looking very earnest that they should put out the fire and not very many people were around the fire. We reached the fire engine first. I was surprised to find it a steam engine. I never thought there was a fire engine that was moved by steam in this town. We looked all around the church, when it was nearly put out. Then we went home about nine o'clock.

JOHN Y. FRENCH.

[Fourteen years old ; partially deaf at two ; nine years instruction.]

The High Class has consisted of Frank Aiken, Joseph Baker, James Burbank, George Holland, Walter Morse, George Sawyer and Edna Howes. Their studies for the year have been algebra, book-keeping, geometrical drawing, geology, chemistry, word analysis, rhetoric and composition. In Sabbath school, after completing Old Testament History, they have studied the Psalms.

VIII.

1751 PENN. AVE., WASHINGTON, D. C.,
Sept. 24th, 1876.

MY DEAR JOSEPH :—I have not heard from you since I wrote you last. I knew it is time for the beginning of the school term at Northampton and I am sorry that I am not going to be your classmate any more. I have not enough knowledge so I am going to study at home in the evenings when I get the books from school. I have been studying French for several days and have been succeeding all the time since I commenced to study in French. It don't seem very hard to me. I hope Clara who is coming here in a few days, will explain me when I have troubles in French. I suppose she is a very good one that will teach me in different languages.

I am very anxious to know who have not returned of High Class. If Frank Aiken is the one, please give me his address, and if you don't know his address, ask one of your schoolmates for it. I want to write him very much. I have been succeeding in my position [at the Treasury Dept. all the time since I began to learn so I hope the Superintendent of the Bureau of Engraving and Printing will be satisfied that I shall be a good engraver. I suppose you want to know what I have been doing at work. I have been drawing many pictures and also design pictures since the commencement and will probably draw two months more then I shall commence to engrave as an apprentice.

There is no place to play base ball here but only at the colleges' grounds which are out of this city. I was surprised that the Bostons has won a game with the Chicagos by the score of 10 to 9. I thought the Bostons will never win games with Chicagos.

The International Rifle Match will be in this city for a week at the rate of 800 yds, 900 yds, and 1000 yds. I wish I would go and see the match but I shall be at work in that time so I cannot go & see it. Our Rifle Team is the winner of all the foreign teams as it is said in the N. Y. Times. I have moved up to 1751 Penn. Ave. from the old place (834 13th St.) The new place is much better than the old one and the owner of the house is a German.

I will write to Miss Rogers or Miss Yale about having a honorable discharge from school.

Your loving friend,

G. C. SAWYER.

[Sixteen years old ; deaf at one year ; eight and a half years instruction.]

IX.

LOST IN THE FOREST.

A man by the name of Mr. A. E. Walton lived in Iowa and had a wife, two sons, James and John and one daughter Minnie.

His eldest son James heard that there was a clear waterfall in Minnesota and teased his father to move and live near the waterfall. At first he said no and was much troubled about James.

Afterward he moved to the northern part of Minn. and lived near a large waterfall. He built a rude cabin and cultivated the land for it was very rich. James liked to travel in the woods in Minn.

One day he was walking with his father and saw a young bear. He thought to himself that he would like to chase the bear for sport. So he left his father and chased the bear for five miles. The bear's mother frightened him very much. He ran away as fast as he could and got lost in the forest. He tried to find the way home but he could not. He was kept walking almost all night. At last he found a very good place in a hole of a tree and was covered with dry leaves. He was thinking about his father what he had told him to do. He felt very sorry and disobeyed his father. He was fast asleep and dreamed that he met an Indian in the woods and treated him kindly and gave him some warm food. He led him home safely. His father scolded him and shut him up in a small room. He gave him bread and water for a week. James was thinking in the room what he had done with his father and thought he would ask him to forgive. His father forgave him and released him. He felt something bite his arm and was awake. He found it was a bear and stayed very still to make the bear believe he was dead. When morning came the bear left him.

He got out of the hole and walked away. He ate some wild huckleberries and met an Indian. He carried him to his wigwam as a prisoner. He made him work and help his wife on the farm. A few days after he went hunting with the Indian. He saw some trees that were cut down and knew that his father had chopped them. He did not tell the Indian where his home was. He crept very slyly and came near his home and there he met his father and was very glad that he was safe and told him that John had gone to look for him and was lost in the forest. James went to the forest again and found the same Indian and ran away and hid in a thick bush and waited there for an hour. He met his brother John in the bush. They reached home safe. Their father was very glad that they were safe.

A few weeks after a small company of Indians came and set the cabin on fire and murdered all the family except James and John. They ran away to the woods and got lost again. John starved to death and was buried near the waterfall.

James learned to eat the roots and fruits and became a wild man. He stole the young bear from his mother and tamed him in another place. He taught him to dance and wrestle with him. They have a good time sleeping and playing together. Very often they fought with the animals and gained a complete victory.

WALTER F. MORSE.

[Eighteen years old ; congenitally deaf ; eight and a half years instruction.]

X.

MY NATIVE CITY.

I was born in the great city of New York, which is situated on one of the banks of the Hudson, a river noted for the beauty of its scenery. It is the largest city in the United States, containing about 900,000 inhabitants, and on account of its great facilities for business, it is constantly increasing in size and importance. It was in the vicinity of New York that the first steamboat was tried and proved to be a success. Steamers and railroads connect New York with all parts of the world.

In it are many large and handsome streets, Canal, Fourteenth, Twenty-third, Broadway, Fifth and Madison Avenues may be mentioned as among the most important.

Cars drawn by horses have, for many years traversed the city; but as the streets sometimes become crowded the cars are necessarily stopped and delays which follow are very inconvenient to many of the passengers. A company having this obstacle in view, built an elevated railroad, the cars being propelled by steam. Besides the impossibility of their being stopped by crowds, they traverse the city much more rapidly than a horse-car could do, and are therefore much used by business men to whom time is precious.

There are many noted public buildings, among others are the Cooper Institute, Astor Library, Trinity Church, the new Post Office, which is the largest in the country, Fifth Avenue Hotel and Astor House.

The Central Park, in the upper part of the city, is a large amount of land which has been devoted to landscape-gardening, and it is one of the most successful attempts the world has seen.

Commerce and manufactures are more generally pursued than any other industry—probably the larger part of the people are engaged in commerce.

FRANK AIKEN.

[Sixteen and a half years old; deaf at twelve years; at school before he became deaf; two and a half years at this school.]

XI.

MY VACATION.

Being obliged to leave school a year ago, on account of ill health, I have had quite a long vacation.

So long indeed has it been, that I have forgotten all but the most prominent things that happened during the first part of it.

A large part of my time was occupied in printing. I have a small printing press of the make known as "Young America." As the name implies, these presses are principally used by boys and amateurs as a means of profit and amusement; but it is equally well adapted to the wants of business men and others who use printing presses.

My business principally consisted of card printing, with a few orders for Bill Headings and other work.

During the summer I have been engaged in printing some charts in visible speech for Mr. Bell.

I also devoted a great deal of my time to driving, scarcely a day passing that did not see either my mother or some other member of our family, and myself, driving along one of the many beautiful drives in and around Salem.

From one or two points in the turnpike leading from Salem to Boston the road overlooks the city and we could see the harbor with its islands and light houses, beyond.

Several times during the summer we drove to Marblehead beach, two or three miles from Salem, and picnied there. While there I sometimes went in bathing. Of the things which happened during the latter part of my vacation, one of the most prominent was, a trip down Boston Harbor. The party consisted of my Father and Mother, with some friends, and myself. We took the cars in Salem for Boston, where we arrived at about twelve o'clock. We then went to Rowe's Wharf where we took the steamer "John Romer for Downer Landing, Hingham. I was much interested in watching the various things to be seen while passing down the harbor. We saw Deer Island, with its penal institutions, Forts Warren and Independence. We passed one of the smaller islands where they were burning up an old hulk.

We arrived at the landing in Hingham at two o'clock and at once shaped our course for "Crow Point" in order to secure our seats at one of those famous "Clam bake dinners." Included in the bill of Fare and to which we did ample justice, were Clam Chowder, Baked Clams—Baked Bluefish—Green Corn &c—

After dinner we spent most of the time wandering about the beautiful Meville Gardens.

At about four o'clock we took the steamer "Gov. Andrew" for home. There was quite a thick fog on the harbor and they kept blowing the whistle every few moments to warn vessels of our approach. On reaching Boston we took the cars for home, where we arrived in due time.

Thus ended one of the pleasant experiences of my vacation.

JAMES P. BURBANK.

[Sixteen years old ; deaf at six years eight months ; at school one year before he became deaf ; six years at this school.]

The two younger classes have had Kindergarten drawing daily. The High Class have had weekly lessons in geometrical drawing and the intermediate classes semi-weekly lessons in free-hand and object drawing.

REPORTS FROM GRADUATES.

Letters from five of the six pupils who graduated from the High Class last year give encouraging accounts of their ability to communicate with others through speech and lip-reading. The sixth pupil sends no report regarding these. One, in speaking of having joined a Sabbath school class in the place where she was spending the summer, says she understands the teacher pretty well, but of her home teacher, says she can often tell all she says, whether addressing her or not. Another writes that he is improving in lip-reading, and that his friends seldom have to repeat a question. He boasts, also, of the distance at which he has read a boy's lips. The following is from a member of the same class: "At the reorganization of our Sunday school in May, I was chosen teacher for a class of girls. In addition to this, I draw upon the slate a picture to illustrate the lesson of the day. This work is helping me to continue with four studies begun in Northampton—the Bible, articulation, lip-reading and drawing." Another graduate writes:

"I converse with others by means of articulation and lip-reading and it is rarely that any one is obliged to resort to pencil and paper in order to be understood by me.

"While a pupil at the Clarke Institution, I felt that I should *never* be able to read any one's lips so well as my teachers', but now, as I mingle in society, I am more and more amazed to find how often I meet with those whose lips I can read as readily or more so, even at first, than of those at the Institution who are accustomed to talking much with such as I. Of course, I meet sometimes with those whose lips I cannot read well or at all, but it is more frequently the reverse, which fact encourages me greatly.

"I attend church, also evening prayer-meetings, and have joined, in Sabbath school, a Bible class of which the pastor of the church is the leader. I can read his lips so well that I am sometimes able to follow out the connection through an entire lesson. At least, I never leave the class without having gained some new idea, or subject for thought from what he has said.

"As regards my articulation, I have as yet not one instance to record in which I have had difficulty in making strangers understand me."

Still another graduate says: "I have formed many new

acquaintances during the year, and in all cases, save one, I communicate with them by speech and lip-reading." Of this exceptional case, she writes : " I can now read his lips much more readily than six months ago. He understands me well. . . . Of my speech and voice, those who ought to be the best judges, say that they are as good, if not better, than when I left school."

The above quotations are made from letters written by young ladies who became deaf between ten and eleven years of age, and retained use of language.

Of the six graduates mentioned, three have been engaged in home duties, one has been a book-keeper, one has been working in a machine shop, while the sixth, on leaving here entered the Scientific Course in Williston Seminary, at Easthampton, from which he will graduate next year.

A congenital mute, who left last year, writes that the girls working in the shop with her can understand her well, and think that she talks plainly.

Thanks are due the Board of Directors for establishing a Primary Department so much desired. The usefulness of the Institution will be greatly augmented thereby. It will be ready for the reception of pupils in September, 1876, and will serve as a preparatory school, not only for our own Higher Department, but for any other school to which it may be advisable that the pupils should be sent. It should be understood that a reception into the Primary Department, does not guarantee admission to the Higher Department.

Respectfully submitted,

HARRIET B. ROGERS.

TERMS OF ADMISSION.

THIS Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners, and morals.

The charges are three hundred and fifty dollars a year ; for tuition alone, eighty dollars : payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title-page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each ; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter ; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

FINANCIAL STATEMENT

OF THE CLARKE INSTITUTION.

RECEIPTS.

Cash on hand, September 1, 1875,	\$ 95.42
From the Fund	18,015.77
“ “ State of Massachusetts	11,625.00
“ Other States and Pupils	3,967.50
“ Loan from the Fund	1,019.03
“ Cabinet-Shop	527.37
	<hr/> \$35,250.09

EXPENDITURES.

CURRENT.

For Salaries and Wages	\$10,339.00
“ Groceries and Provisions	4,410.29
“ Furnishing	357.19
“ Fuel and Lights	721.16
“ Repairs	119.10
“ Cabinet-Shop	1,698.49
“ Farm and Stable	344.04
“ Incidentals.	958.40
	<hr/> \$18,947.67

SPECIAL.

For Insurance (Cabinet-Shop)	\$ 70.00
“ Payment of Debt	6,500.00
“ New Construction	9,732.42
	<hr/> \$16,302.42
	<hr/> \$35,250 09

Names, Residences, etc., of Pupils, for the Year Ending September 1, 1876.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARKE INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSE OF DEAFNESS.
Aiken, Frank A.,	Galveston, Texas.	Public school before he became deaf.	March, 1874	14 yrs.	Inflam. of brain with meningitis, at 12 yrs.
Allen, Harry B.,	Essex.	.....	Sept. 1872	10 yrs.	Congenital.
Andrews, Mary E.,	Salem.	.....	Sept. 1870	11 yrs.	Congenital.
Baker, Joseph,	Milton.	.....	Sept. 1871	13 yrs.	Scarlet fever at 5 years.
Belkows, Herbert G.,	Walpole, N. H.	.....	Sept. 1871	10 yrs.	Meningitis at 18 months.
Benson, Margaret,	Matapan.	.....	Sept. 1872	9 yrs.	Scarlet fever at 2 years.
Burbank, James P.,	Salem.	1 year before he became deaf.	Sept. 1869	9 yrs.	Scarlet fever at 6 years 8 months.
Burton, Mary S.,	Lynn.	.....	Sept. 1871	10 yrs.	Scarlet fever at 4 years; lost speech.
Castle, Mary,	Newburyport.	.....	Sept. 1875	10 yrs.	Congenital.
Chapman, Florence D.	Westhampton.	Public school before 13 years of age.	Sept. 1875	10 yrs.	Scarlet fever at 7 years.
Cheevers, Matthew,	Tryingham.	.....	Sept. 1875	17 yrs.	Injury of head at 3 years; lost speech.
DeLaite, George R.,	Easton, Me.	.....	Sept. 1871	8 yrs.	Whooping cough at 1 year.
DesRochers, Arthur C.	Braidon, Vt.	.....	Oct. 1873	11 yrs.	Spotted fever at 2 yrs. 9 mos.; lost speech.
Dillman, James W.,	Toledo, Iowa.	Public school and at home.	Sept. 1875	13 yrs.	Unknown; partially deaf from infancy.
Ellsworth, Allie,	Newburyport.	.....	Sept. 1873	18 yrs.	Unknown; at 2 years.
Forbes, Alice V.,	Sherborn.	1½ yrs. at Boston Sch l for Deaf Mutes	Oct. 1867	7 yrs.	Cerebro meningitis at 18 months.
Fowler, Nellie,	Dayton, Ohio.	One year at a private school.	Sept. 1871	8 yrs.	Typhoid fever at 2½ years; lost speech.
French, John Y.,	Charlestown.	.....	Sept. 1875	10 yrs.	Unknown; partially deaf at 2 years.
Gates, Anna,	Fitchburg.	.....	Oct. 1867	5 yrs.	Scarlet fever at 4 years; lost speech.
Gilligan, Edward O.,	Somerville.	.....	Sept. 1875	5 yrs.	Cerebro-spinal-meningitis at 3 y; lost sp h.
Hayward, Nellie M.,	Bridgewater	.....	Sept. 1875	7 yrs.	Congenital.
Higley, Arthur L.,	Becket.	.....	Sept. 1875	5 mos.	Measles at 1 year; partially deaf.
Holland, George H.,	Amherst.	Public and private schools.	Sept. 1872	14 yrs.	Diphtheria between 3 and 4 years of age.
Houghton, Edith M.,	Worcester	.....	Sept. 1873	8 yrs.	Unknown; at about 2 years of age.
Howes, Edna J.,	Dennis.	.....	Sept. 1874	14 yrs.	Unknown; at 10½ years.
Kelley, Ella H.,	Princeton	Public school	Sept. 1874	18 yrs.	Congenital.
Kelly, Mary E.,	Lynn.	One year at a private school	Sept. 1875	17 yrs.	Scarlet fever at 5 years 10 months.
Kenney, John S.,	Woburn	Parts of 2 years in the Boston school.	Sept. 1872	9 yrs.	Unknown; at about 4 years; lost speech.
Kenney, Julia,	Woburn	.....	Sept. 1872	6 yrs.	Congenital.
Kirwin, Alfred R.,	South Boston	.....	Sept. 1868	7 yrs.	Measles at 1 year.
Kleinhaus, Jacob	Chicago, Ill.	.....	Sept. 1872	10 yrs.	Brain fever at 4 years; lost speech.
Larkin, Winnie,	Fitchburg	1 year in Chicago.	April, 1875	7 yrs.	Gastric fev. at 4 yrs. 10 mos.; lost speech.
Lendall, Grace N.,	Essex	.....	Sept. 1875	7 yrs.	Congenital; partially deaf.
Lincoln, Ellen Etta,	Worcester.	.....	Sept. 1875	7 yrs.	Cerebro spinal meningitis at 4 years.
Looner, Ervil G.,	North Brighton	.....	Sept. 1874	5 yrs.	Sickness at 10 months; partially deaf.
Lord, George.	Worcester.	.....	Sept. 1871	6 yrs.	Unknown; at 3 years; lost speech.
McDonald, Wm. H.	Worcester	.....	Oct. 1873	8 yrs.	Scarlet fever at 3 years; lost speech.
McDonald, Helena,	Deerfield	.....	Dec. 1870	7 yrs.	Congenital; partially deaf.

Minor, Kittie E.	Northampton.....	.....	Sept.	1869	5 yrs.	11 mos.	Brain disease at 2 years.
Morse, Walter F.,	Norwood	1 year at Chelmsford.	Sept.	1868	10 yrs.		Congenital.
Mullen, Annie,	Monson.....	.....	Dec.	1875	8 yrs.	3 mos.	Scarlet fever at 7½ years.
Munger, Willie D.,	Bridgeport, Conn.	.....	Sept.	1868	7 yrs.	9 mos.	Abscesses in the head; bet. 1 and 2 years.
Nichols, J. Daniel,	Lynn	Public school before he became deaf.	Sept.	1873	11 yrs.	6 mos.	Cerebro-spinal meningitis at 11 years.
Perley, Lyman H.,	Ipswich.....	.....	Sept.	1869	7 yrs.	2 mos.	Scarlet fever between 1 and 2 years.
Pomeroy, Adella E.,	Westfield.....	.....	March,	1873	8 yrs.	2 mos.	Congenital.
Pratt, Herbert P.,	Fitchburg.....	.....	Sept.	1875	8 yrs.	2 mos.	Congenital.
Richardson, Eugene H.	Groton.....	.....	Sept.	1874	5 yrs.	6 mos.	Scarlet fever at 5 years.
Roberts, John,	Boston .....	.....	Nov.	1871	7 yrs.	7 mos.	Fall at 3 years; lost speech.
Roby, Fanny,	East Boston.....	.....	Sept.	1870	7 yrs.	11 mos.	Severe cold at 15 months.
Root, Edna M.,	Warren .....	.....	Sept.	1872	6 yrs.	2 mos.	Erysipelas in infancy.
Russell, Emma M.,	Hallowell, Me.	.....	Oct.	1870	7 yrs.	2 mos.	Measles at 1 year.
Sawyer, George C.,	Charleston, S. C.	.....	Sept.	1867	7 yrs.	1 mo.	Measles at 1 year.
Sheahan, Thomas,	Greenfield.....	.....	Oct.	1872	10 yrs.		Brain fever at 2 years.
Shepherd, Edith F.,	Rochester, Ind.	.....	Sept.	1873	6 yrs.		Cerebro-spinal meningitis at 4½ years.
Smith, J. Henry,	Cambridgeport ..	.....	Sept.	1875	13 yrs.		Inflam. of the ear bet. 3 and 4 yrs. of age.
Tucker, Nellie F.,	North Brookfield..	.....	Sept.	1873	10 yrs.		Inflammation of the brain at 6 months.
Underwood, Carlton J.	Ayer .....	.....	Sept.	1874	5 yrs.	10 mos.	Scarlet fever at 5 years.
Upham, Alice A.,	Salem .....	.....	April,	1873	7 yrs.	6 mos.	Fall at 13 months.
Ward, Harry W.,	West Haven, Conn.	.....	Sept.	1867	7 yrs.	2 mos.	Congenital.
Watson, Annie K.,	Boston.....	Public school.	Oct.	1875	24 yrs.		Scarlet fev.; partially deaf since 9 yrs. old.
Zimmer, George E.,	Lowell.....	.....	May,	1874	6 yrs.	2 mos.	Inflammation of the brain at 5 years.

Whole number of boys, 33.

Girls, 23.

Total, 61.

ORDER OF THE DAY

AT THE CLARKE INSTITUTION.

Rise	6 A. M.
Breakfast	6½ A. M.
Boys work in cabinet-shop	7¼ to 8½ A. M.
Devotional Exercises	8¾ A. M.
School	9 to 12 A. M.
Dinner	12¼ P. M.
School	2 to 4 P. M.
Girls sew, larger boys work in the cabinet-shop	4¼ to 5¾ P. M.
Supper	6 P. M.
Study-hour and Prayers	7 to 8½ P. M.
Retire	8½ P. M.

The younger children retire at 7 P. M.

SUNDAYS.

Study the Sabbath-school lesson one hour.

Attend various churches with the teachers and attendants.

Sabbath-school lessons with the teachers in the afternoon.

In the evening the older pupils devote from one to two hours to reading and devotional exercises.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Selections from the Scriptures.

Hymn.

Sermon.

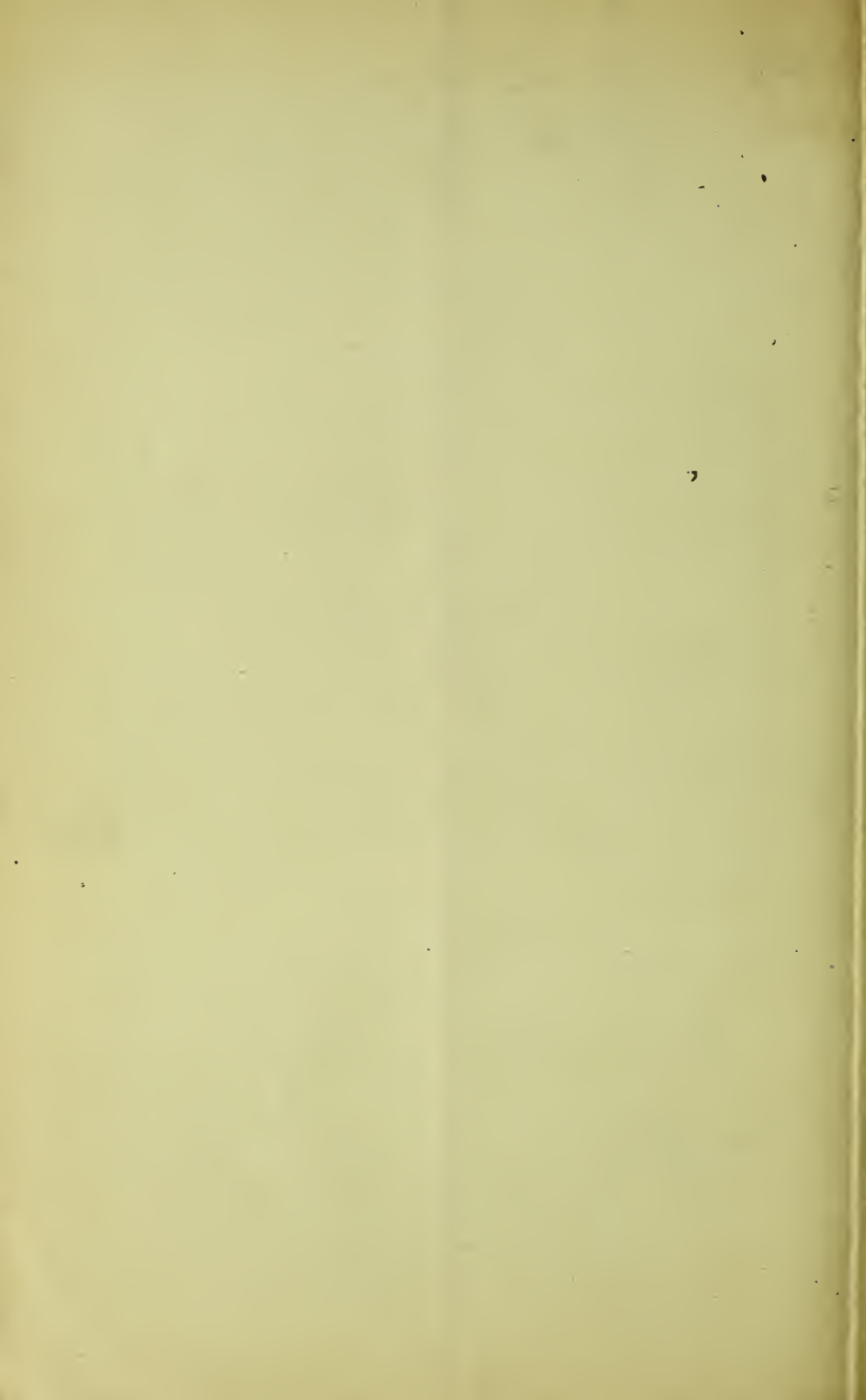
Extempore Prayer.

Silent Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.



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2556
877/78

W. B. Watson Esq
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ELEVENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1878.

NORTHAMPTON:

METCALF & COMPANY, PRINTERS.

1878.

ELEVENTH
ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes

AT

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FOR THE

Year Ending September 1, 1878.

NORTHAMPTON :
METCALF & COMPANY, PRINTERS.
1878.

(CHAP. 300).

AN ACT RELATING TO DEAF MUTES.

Be it enacted, &c., as follows:

SECTION 1. No beneficiary of this Commonwealth in any institution or school for the education of deaf mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the governor of this Commonwealth.

SECTION 2. This act shall take effect upon its passage. [*Approved May 17, 1871*].

2. 4
C556
1877/78

CLARKE INSTITUTION FOR DEAF MUTES, AT NORTHAMPTON.

Members of the Corporation.

F. B. SANBORN, Concord, *President*.
JAMES B. CONGDON, New Bedford, *Vice President*,
THOMAS TALBOT, Billerica, *Vice President*.
SAMUEL A. FISK, M. D., Northampton, *Clerk*.
GARDINER G. HUBBARD, Boston.
WILLIAM ALLEN, Northampton.
LEWIS J. DUDLEY, Northampton.
JULIUS H. SEELYE, Amherst.
HORATIO G. KNIGHT, Easthampton.
CHARLES DELANO, Northampton, *Auditor*.
HENRY WATSON, Northampton.
EDWARD HITCHCOCK, M. D., Amherst

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, *Chairman*,
HENRY WATSON,
EDWARD HITCHCOCK,

JULIUS H. SEELYE,
GARDINER G. HUBBARD,
THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, *Chairman*,

HENRY WATSON.

WILLIAM ALLEN,

Principal.

HARRIET B. ROGERS.

Instructors.

CAROLINE A. YALE, *Associate Principal*.
ALICE E. WORCESTER, *Special Teacher of Articulation*,
ALICE M. FIELD, " " " *Drawing*,
MARY E. POTWIN.
RUTH WITTER,
MARTHA C. WORTHINGTON,
ELLA SEAVER,
SUSAN R. CARTER.

Steward.

HENRY J. BARDWELL.

Matron.

HARRIET O. YALE.

Assistant Matrons.

SOPHIA F. WOOD,
A. J. WHITREDGE.

Attendants.

MARY N. REED,
E. A. STEELE,

GRACE W. LAUGHTON,
S. D. PARSONS.

Master of Cabinet Shop.

GEORGE N. LUCIA.

Farmer.

REUBEN ROBINSON.

Engineer.

MARTIN LUCEY.

OFFICERS OF THE CLARKE INSTITUTION,

From its Organization to the Present Time,

JULY 15, 1867—OCTOBER 8, 1878.

PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	

CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	JAMES B. CONGDON,	1867	
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

CORPORATORS BY ELECTION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	SAMUEL A. FISK.	1873	
*JONATHAN H. BUTLER,	1868	1868	HENRY WATSON,	1875	
FRANK B. SANBORN,	1868		CHARLES DELANO,	1877	
J. HUNTINGTON LYMAN,	1870	1877	EDWARD HITCHCOCK,	1877	

TREASURERS.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

PRINCIPAL.

	<i>Elected.</i>
HARRIET B. ROGERS,	1867

ASSOCIATE PRINCIPAL.

	<i>Elected.</i>
CAROLINE A. YALE,	1873

STEWARD.

	<i>Elected.</i>
HENRY J. BARDWELL,	1870

*Deceased.

Report of the Corporation.

To the Board of Education:

GENTLEMEN: The Clarke Institution, since its last Annual Report, has had practical experience of the division of its pupils into two distinct departments, one for primary instruction, and one for the studies of the Common and High course. It should be understood, and cannot be too clearly stated that in most cases it is only a common-school course which deaf pupils can pursue, and even that not carried so far as in many of the public schools of Massachusetts. The pupils who acquire a knowledge of the higher branches must be comparatively few, (as they are in our public schools), while, from the difficulties which deafness creates, the time spent in learning the elementary branches is generally prolonged. If, in addition to these, the deaf pupil shows some dullness or eccentricity of mind, as not unfrequently happens, his progress in learning is still more delayed, and a point may be reached beyond which he cannot easily go. Add to this, again, the fact that the same disease or defective condition of health, which first caused the deafness, may continue to affect the vigor of the child, and it will readily be seen that the teacher of deaf children has to contend against many obstacles which hardly show themselves in the instruction of those who can hear. To overcome these, the Corporation has endeavored to secure teachers who have a special fitness for our method of instruction, and in this we have been so far successful that the results at the Clarke Institution have been useful and encouraging in a high degree. Were this simply our own opinion we might hesitate to express it with entire confidence; but it is confirmed, as we understand, by the judg-

ment of the Board of Education, which supervises all the schools of Massachusetts, and by that of other impartial persons from many states and countries, who have visited and inspected our schools. A difference of opinion still exists as to the extent to which the teaching of articulation and by articulation ought to be carried, in particular cases; but all who understand our methods and results are agreed, that much useful instruction is given here, where the only teaching is by articulation, and where but one third of the whole number received have been either semi-deaf or semi-mute. Practically a majority of them are congenital mutes, who here acquire and retain articulation, and are made independent of the sign language in their whole education.

In order to do this it is important that the instruction of our pupils should begin early and should be carried on as methodically, and with as many advantages as possible. Classification thus becomes specially important; and the division of pupils into two separate schools, one for the younger and the less advanced, and the other for older and more proficient pupils, is a necessary step in this classification. During the past year we have had 49 pupils, (27 boys and 22 girls) in the Primary department at Baker Hall; while 23 pupils (8 boys and 15 girls) have been taught in the Grammar School department in Clarke Hall. At the present time, (October 8, 1878) the number in the Primary Department, entered for the school-year 1878-9, is 56, of whom 31 are boys and 25 are girls; while in the Grammar School Department there are 21 pupils, (8 boys and 13 girls); and in both Departments 77 pupils, (39 boys and 38 girls). These numbers indicate, what will probably be found to hold good hereafter, that the Primary Department contains two-thirds of all the pupils who come under instruction in the Clarke Institution. As these pupils advance from the lower classes to the higher, their number decreases, and in the graduating classes of successive years, for a considerable time to come, it is probable that the number of pupils will be small, as it was in the past summer. Only four pupils graduated from the school in the past year, while nine left without graduating. This withdrawal of pupils without completing the course, naturally takes place in all schools where the period of instruction is so long as it is in the deaf-mute schools of Massachusetts,—ten years being now allowed to such children as can remain through the entire course.

The average number of pupils in both departments was 68, or four greater than in 1877; yet the current expenses of the School, with its two departments in actual operation, and a larger average number of pupils, were but \$327 greater than the year preceding. In the school year already begun, the average number of pupils will probably be more than 75, but the current expenses are not estimated at more than \$26,000, while in the year just closed they were \$25,542.86. Two years ago we estimated the annual cost of a school containing 100 pupils, in two departments, as about \$31,000, which is not likely to be exceeded.

The annual report of the Principal, herewith submitted, will show what classes have been taught and what progress has been made in the two departments of the Clarke School. It also gives some interesting information concerning the graduates of past years who have kept up a correspondence with their former instructors. Portions of this correspondence are annexed, showing that articulation, as taught by our methods, is not only very useful in imparting instruction, but practically available in carrying on the business of life after the pupils have left school and entered upon their duties at home or in some outside employment. The number of graduates who are thus making daily use of articulation and lip-reading in their communication with those about them, is not yet very large, for we have graduated but few pupils in all; but it is sufficient to indicate what may be expected in the future,—for our graduates hereafter will be at least as well prepared in this way as they have hitherto been. Some conception can be formed of the use of language by the graduating class of last summer, from the exercises written by them for their public day, which are printed in connection with the Principal's report.

The quiet course of school life here was interrupted last winter by the occurrence of an epidemic of measles among the pupils, soon after the opening of the second term. This is an evil to which we are the more subject as our school grows larger,—a fact which is one of the arguments against large schools for the deaf children. Compared with many such schools, ours will still be small in numbers, for we shall not receive pupils in excess of 120, and perhaps not beyond 100. The latter number will perhaps be reached in 1880. In consequence of the measles it has been found needful to enlarge the hospital building erected last year, and to improve it in

other ways. This has been done, and the building is now ready for occupancy again. It is to be hoped there will be less occasion for it in 1879 than in 1878. The instruction of a few boys in the workshop has been successfully carried on the past year by Mr. Lucia. The number of boys who could work in it was small, in consequence of the large preponderance of younger children in the whole school. This year we are instructing and employing more boys in the shop, and are giving the girls the same instruction in domestic labor, as in former years.

The finances of the Clarke Institution, notwithstanding the critical condition of financial affairs for five years past, are on a sound basis, and the prospect for the future is good. As the statement of the Treasurer, Mr. Maltby, will show, the receipts from the fund during the year just closed were \$15,738.42, from the state of Massachusetts, \$14,250, from other States and from individuals, \$3,095. The school expenses, strictly speaking, have been about \$25,000; the construction and furnishing expenses about \$6,500, and the other expenses about \$3,000. The net debt of the Institution now stands at about \$36,000; the personal property, including the fund, may be valued at \$265,000, and the real estate at upwards of \$100,000. The debt has been but slightly reduced in 1878, but will be more rapidly diminished hereafter. More than half of it is owed to the fund itself.

The thanks of the Corporation are due to MR. GARDINER G. HUBBARD, who for ten years after the incorporation of the Clarke Institution, of which he was an active promoter, acted as its President,—retiring from that office in 1877.

We would return our thanks to Dr. Knowlton for professional services, to the Connecticut River, Boston and Albany, and New Haven and Northampton railroads, for carrying members of the Institution at reduced fares. Also, to the publishers of the "Hampshire Gazette," "The Deaf-Mute Journal," "The Deaf-Mute Chronicle," "Kentucky Deaf-Mute," "The Index," "The Goodson Gazette," "The Mute Journal of Nebraska," "Our Record," "Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," and "The Educator," for the gratuitous contribution of their papers to our Institution the past year.

We are indebted, also, to one of our citizens for games, intended to be used by the pupils.

We would call attention to the Report of the Principal, the financial statement, the list of pupils, and the appendix.

For the Corporation,

F. B. SANBORN, VICE-PRESIDENT.

NORTHAMPTON, October 8, 1878.

FINANCIAL STATEMENT

OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1878.

RECEIPTS.

Cash on hand Sept. 1, 1877,	\$ 3,374.85
From the Fund,	15,738.42
“ “ State of Massachusetts,	14,259.00
“ Other States and Pupils,	3,095.00
“ Cabinet-Shop,	55.41
	<hr/> \$ 36,513.68

EXPENDITURES.

CURRENT.

For Salaries and Wages,	\$ 12,238.54
“ Groceries and Provisions,	5,051.13
“ Furnishing,	147.07
“ Fuel and Lights,	5,212.67
“ Repairs,	557.08
“ Cabinet-Shop,	977.66
“ Farm and Stable,	156.86
“ Incidentals,	1,201.85
	<hr/> \$ 25,542.86

SPECIAL.

For Insurance,	\$ 74.00
“ Interest on Debt,	2,390.74
“ New Construction,	3,883.94
“ New Furnishing,	1,985.20
“ Hospital,	677.09
	<hr/> \$ 9,010.97
	<hr/> \$ 34,553.83

Cash on Hand September 1, 1878,	<hr/> \$ 1,959.85
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Debt, October 1, 1878,	\$ 39,029.21
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Cash in Treasury, (Oct. 1),	2,837.28
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Net debt, October 1, 1878,	<hr/> \$ 36,191.93
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Report of the Principal.

To the Corporators of the Clarke Institution :

GENTLEMEN : The following Report is submitted for the year ending September 1, 1878 :

During the year there were present seventy-two different pupils, from six to twenty years of age. Of this number sixty-one were from Massachusetts, three from Vermont, two each from Connecticut and New York, and one each from Maine, New Hampshire, Indiana and Ohio. Of the whole number, thirteen were semi-mutes, eight of whom could not read on entering school. Four others were semi-deaf, who spoke but few words, and could not have been taught connected language through their hearing.

The arrangements for our Primary Department having been completed, on the opening of the session in September, 1877, the three younger classes of the school were removed to that department, leaving but twenty-three pupils in the higher department. Twenty new pupils were received into the Institution, all but one joining the Primary School.

The two departments have been carried on as distinct families and schools. This arrangement has proved as satisfactory as was anticipated.

PRIMARY SCHOOL.

The forty-nine pupils of this school formed five classes. These were taught by five teachers, one of whom was also the special teacher of drawing for both schools, and another was the special teacher of articulation.

Studies of the Primary Course.

Kindergarten Exercises.

Articulation.

Writing.

Language.

Arithmetic,—(the four elementary rules).

Geography.

Manual of Commerce.

Drawing.

Each class devoted from an hour to an hour and a half daily to articulation through "Visible Speech."

The classes of this school are designated by the first letters of the alphabet.

Seventeen of the new pupils, from six to ten years of age, Mary Ames, Fannie Cornwell, Julia Lincoln, Eliza Litchfield, Mary Martin, Annette Pearl, Alma Reynolds, Nellie Thompson, Frank Eschemback, Timothy Horgan, William Mealey, Willie Nichols, Frank Nolen, Edward Putnam, Rufino Silva, Albert Weinhold, Wilfrid Wise, and four former pupils, George Chaffee, Edward Gilligan, Herbert Pratt and William Woodard formed classes E and D.

Class D wrote from actions, answered questions on objects and pictures, obeyed commands, memorized short descriptions of pictures and very simple stories.

Class E was composed of pupils of less mental development and their progress was therefore less satisfactory.

These classes had the Kindergarten exercises of laying of sticks and rings, of weaving, pricking and drawing.

CLASS C.

This class, numbering seven, consisted of Nellie Hayward, Grace Lendall, Mary Moors, Henry Corless, Michael Murphy, Charles Poor and George Zimmer.

They used Keep's First Lessons and Hutton's Deaf-Mute Question Book, had exercises in writing from actions, in describing pictures, obeying commands, in numbers and in drawing.

CLASS B.

This class, eleven in number, consisted of Margaret Benson, Mary Castle, Nellie Fowler, Adella Pomeroy, Edna Root, Alice Upham, Herbert Bellows, Arthur DesRochers, Arthur Higley, Erwin Loomer and Eugene Richardson.

They completed Keep's First Lessons, had description of pictures, writing of letters and journals, preparatory lessons in Geography, completed the multiplication table and began Felter's Primary Arithmetic, also used Hutton's Deaf-Mute Question Book. They began object drawing.

CLASS A.

This class numbered ten and consisted of Edith Houghton, Etta Lincoln, Annie Mullen, Edith Shepherd, Harry Allen, George Lord, William McDonald, Carlton Underwood, and two new pupils, Edith Scovill and Thomas Mitchell.

They used Latham's Primary Reader, Cornell's Primary Geography, Felter's Primary Arithmetic, Hutton's Deaf-Mute Question Book and written topics from Brown's Manual of Commerce. They wrote letters and descriptions of pictures, and had object drawing.

GRAMMAR AND HIGH SCHOOL.

The twenty-three pupils left in this school formed three classes.

THIRD CLASS.

This class, the lowest, numbering ten, consisted of Mary Andrews, Lizzie Campbell, Anna Gates, Julia Kenney, Lizzie Kelly, Emma Russell, Nellie Tucker, John Kenney, Lyman Perley and Thomas Sheahan.

They used Felter's Written Arithmetic, Cornell's Primary Geography, Parley's Child's History of the United States, Monroe's Second Reader, Hutton's Deaf-Mute Question Book, and written topics from Brown's Manual of Commerce. They wrote letters and compositions.

SECOND CLASS.

This class, seven in number, consisted of Alice Forbes, Helena Merchant, Kittie Minor, Fanny Roby, Josephine Ward, Harry Ward and Frank Hitchcock.

They used Felter's Written Arithmetic, Lilienthal's Things Taught, Hutton's Deaf-Mute Question Book, and Hooker's Book of Nature as a reading book; completed Swinton's Language Primer, and had a brief outline of Roman History. They had also exercises in composition and letter writing.

FIRST CLASS.

This consisted of Mary Burton, Florence Chapman, Bertha Howes, Alfred Kirwin, John French and Daniel Nichols. All but the two last mentioned completed the following

Common or Grammar Course of Study.

Articulation.

Language.

Arithmetic { mental and } through interest.
 { written }

Geography.

Manual of Commerce.

History of the United States.

Outline of General History.

Lessons on General Subjects.

Elements of Grammar.

“ “ Physiology.

“ “ Zoölogy.

“ “ Botany.

“ “ Natural Philosophy.

“ “ Physical Geography.

Drawing. { Free hand,
 { Object,
 { Designing.

They graduated July 9th, receiving Certificates of Graduation.* Their compositions as written for that occasion, without suggestion or correction, are inserted in the Appendix.

Pupils who have time and ability for more extended study than that given in the Common Course, may pursue the

*In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

High Course.

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zöology.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History { ancient and
 { modern.

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing { Object,
 { Instrumental, and
 { Crayoning or Water Colors.

The past year there were no pupils pursuing this course.

An hour a day, throughout the school, was devoted to special work in articulation and voice culture, and two hours weekly to object drawing. A prize of fifteen dollars, offered by a friend of the school to the pupil who should make the most improvement in articulation during the year, was awarded to John Kenney of the third class.

As some knowledge of our former pupils, especially regarding their speech and lip-reading, may be of general interest, extracts from our MEMORIAL SOCIETY correspondence are here appended. The writers did not expect these to be made public, as they were written only for the Society.

Reports from Graduates and Other Pupils.

Of the graduates of the High Class of 1875, one took a course of instruction at the Cooper Union, New York, and for the past

year has been our special teacher of drawing. Her method of communicating with the pupils is the same as that of any other teacher. Another graduate of the class, who, with her family, spent the winter in Boston, writes, "We had a most delightful winter. I went into society a great deal, and after a while, really enjoyed meeting strangers and talking with them, though my old diffidence is still in the way." A third writes, "During the year I have formed quite a large number of acquaintances, and with them all, as with my old friends, I converse by means of lip-reading and articulation. Of my lip-reading and articulation, I cannot say that I think they have improved since I wrote last, but at the same time, I feel sure that I have not failed in either. I have seen ——— several times since I have been here, and I am very sure that he has made great improvement in lip-reading since we left school." The three above mentioned lost hearing when about ten years of age.

Another, who lost hearing at three years and two months, and retained but a few words, says, "You will wonder where and what I am doing. Well, last January the shop was burnt down, and I was thrown out of employment with many others. Since then I have been sick, near having Lung Fever, but escaped it, while at the time of the fire I had two narrow escapes, but now I have another situation in Medfield. Spring has begun earlier this year than it did last year, so of course the season at Medfield shop will close earlier, may be in May. My speaking is about the same as last year." In a letter accompanying this, her mother writes, "Please accept much love from us, with the most sincere appreciation of what you have done for our daughter, and as she mingles in society we notice how readily strangers can converse with her, and each day gives us cause to rejoice that she was so highly favored in her education as to be with you."

Another graduate of this class, who became deaf at nine years, four months, says, "At present I am at work for a carriage maker and at the same time learning the trade, thinking it will be useful to fall back on sometime. My greatest ambition is to be a fruit culturist. My lip-reading is improving all the time, although I do not have all the opportunities for practice that I would wish, and for the same reason cannot enter so much into society."

The last of these six graduates became deaf at seven years of age. Leaving here, he went to Williston Seminary at Easthampton and graduated from the Scientific Course. In June last he wrote, "I am now a sophomore at Stevens Institute, having got through all the examinations clear, without getting conditioned in any of the branches of study."

One, who on account of ill health could not graduate with this class, became deaf at six years and eight months. He is a printer, and now desires to learn the business of a publishing house. He writes, "I think my lip-reading is quite as good as when I left school. I can recall only one or two instances in the year past, when I was obliged to request a stranger to communicate with me by means of paper and pencil. With regard to my speech, I am somewhat doubtful. I have occasionally found some difficulty in making myself understood, and have asked several different persons to point out my greatest defect in speech. One said it was my lack of inflection, my voice being too monotonous. Another said it was my mispronunciation of words, and yet another gave it as her opinion that my false or total absence of accent on words rendered my speech imperfect. I myself think that very probably all these are about equally injurious to me, and I ask your advice as to what exercise would help me to overcome these faults. Would a daily exercise in reading aloud be beneficial? I am doing my best to get into hearing people's society. I am an officer in our "Young People's Temperance Union," and am a member of the Sabbath School connected with our church."

Of the graduates of the High Class of 1877, one who became deaf at ten and a half years, writes, "My friends think I speak as well as I did a year ago. I have no difficulty in making myself understood, and rarely meet a person whose lips I cannot read. Another, a congenital mute, who is learning steel engraving, writes that he can read his employer's lips as well as he did his teacher's, that he hardly knows whether he improves in speech and lip-reading or not, but that his mother and employer think that he speaks better than he did. The latter said to me a few weeks since, that he did not see how it was possible for one to doubt the advantages of the system of speech and lip-reading over other systems.

The third member of the class, who was deaf at five years and retained speech, is learning wood engraving. He writes, "I like the trade very well, much better than anything I have ever tried, and need not say that I am ambitious to excel in my profession. If I have improved any in lip-reading since I left Northampton, it is but very little. I can understand the boys at my place pretty well, except one."

One of the class who did not remain to graduate, became deaf at twelve years. He writes that he is still in the Academy of Design in New York, has begun French as a preparation for Paris, has lost nothing in speech and has gained but little in lip-reading.

From all that has been learned of pupils who have left the institution, encouragement may be drawn for those who are using the system of articulation and lip-reading.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, September 19, 1878.

Names, Residences, etc., of Pupils, for the Year Ending September 1, 1878.

NAME.	RESIDENCE.	Time and Place of Instruction Before Entering Clarke Institution.	Time of Entering Institution.	Age at Time of Admission.	CAUSE OF DEAFNESS.
Allen, Harry B.	Essex.	.....	Sept.	10 yrs.	Congenital
Ames, Mary E.	Lynn.	.....	Sept.	1871 7 yrs.	Cerebro-spinal-meningitis at 3 years
Andrews, Mary E.	Salem.	.....	Sept.	1870 11 yrs.	Congenital
Bellows, Herbert G.	Walpole, N. H.	.....	Sept.	1875 10 yrs.	Meningitis at 18 months
Beuson, Margaret.	Boston.	.....	Sept.	1872 9 yrs.	3 mos. Scarlet fever at 2 years
Burton, Mary S.	Lynn.	.....	Sept.	1871 10 yrs.	Scarlet fever at 4 years; lost speech
Campbell, Lizzie.	Amherst.	.....	Sept.	1871 10 yrs.	8 mos. Congenital; partially deaf, had speech
Castle, Mary.	Newburyport.	.....	Sept.	1875 10 yrs.	Congenital
Chaffee, George O.	Granville Corners.	.....	Sept.	1876 8 yrs.	Congenital
Chapman, Florence D.	Westhampton.	.....	Sept.	1875 17 yrs.	Scarlet fever at 7 years
Cornwell, Henry P.	Northampton.	.....	Sept.	1876 7 yrs.	Brain fever at 3 years; lost speech
Cornwell, Fannie B.	Great Neck, L. I.	.....	Sept.	1877 8 yrs.	Congenital
DesRochers, Arthur C.	Brandon, Vt.	.....	Sept.	1875 13 yrs.	Spotted fever at 2 yrs. 9 mos.; lost speech
Eschenback, John F.	Brookton.	.....	Sept.	1871 6 yrs.	Cerebro-spinal-meningitis at 2 yrs. 6 mos.
Forbes, Alice V.	Sherborn.	.....	Sept.	1871 8 yrs.	Cerebro-meningitis at 18 months
Fowler, Nellie.	Dayton, Ohio.	.....	Sept.	1875 10 yrs.	Typhoid fever at 24 years; lost speech
French, John Y.	Charlestown.	.....	Oct.	1867 5 yrs.	Unknown; partially deaf at 2 years
Gates, Anna.	Fitchburg.	.....	Sept.	1872 8 yrs.	Scarlet fever at 4 years; lost speech
Gilligan, Edward O.	Somerville.	.....	Sept.	1875 2 yrs.	Cerebro-spinal-meningitis at 3 y. lost sp'h
Hayward, Nellie M.	Bridgewater.	.....	Sept.	1875 7 yrs.	Congenital
Higley, Arthur L.	Becket.	.....	Sept.	1875 7 yrs.	Measles at 1 year; partially deaf
Hitchcock, Frank E.	Putney, Vt.	.....	Sept.	1876 12 yrs.	Scarlet fever at 7 years
Horgan, Timothy.	Cambridge.	.....	Sept.	1877 6 yrs.	Congenital
Houghton, Edith M.	Worcester.	.....	Sept.	1873 6 yrs.	Unknown; at about 2 years
Hovess, Bertha.	East Dennis.	.....	Oct.	1867 5 yrs.	Congenital
Kelly, Mary E.	Lynn.	.....	Sept.	1875 17 yrs.	Scarlet fever at 5 years, 10 months
Kenney, John S.	Woburn.	.....	Sept.	1872 9 yrs.	Unknown; at about 4 years; lost speech
Kenney, Julia.	Woburn.	.....	Sept.	1872 6 yrs.	Congenital
Kirwin, Alfred R.	Waltham.	.....	Sept.	1868 7 yrs.	7 mos. Measles at 1 year
Lendall, Grace N.	Essex.	.....	Sept.	1875 7 yrs.	Congenital; partially deaf
Lincoln, Ellen Etta.	Worcester.	.....	March	1874 5 yrs.	Cerebro-spinal-meningitis at 4 years
Lincoln, Julia E.	East Bridgewater.	.....	Sept.	1871 6 yrs.	Brain fever at 18 months
Litchfield, Eliza G.	Quincy.	.....	Sept.	1871 7 yrs.	Unknown; at 2 years
Loomer, Erwin G.	Somerville.	.....	Sept.	1873 7 yrs.	Sickness at 10 months; partially deaf
Lord, George.	Worcester.	.....	Sept.	1871 6 yrs.	Unknown; at 3 years; lost speech
Martin, Mary F.	North Adams.	.....	Sept.	1877 8 yrs.	Congenital
McDonald, Wm. H.	Gloucester.	.....	Oct.	1873 8 yrs.	Scarlet fever at 3 years; lost speech
Mcaley, William R.	Lowell.	.....	Sept.	1871 6 yrs.	Cerebro-spinal-meningitis at 2 yrs. 6 mos.
Merchant, Helena.	Deerfield.	.....	Dec.	1870 7 yrs.	Congenital; partially deaf

Minor, Kittie E.....	Northampton.....	At home.....	Sept.	1869	5 yrs.	11 mos.	Brain disease at 2 years
Mitchell, Thomas F.....	Worcester.....	.....	Sept.	1876	9 yrs.	10 mos.	Spinal-meningitis at 6 years
Moors, Mary.....	Fall River.....	.....	Sept.	1876	9 yrs.	10 mos.	Measles at 1½ years
Mullen, Annie.....	Monson.....	.....	Dec.	1875	8 yrs.	3 mos.	Scarlet fever at 7½ years
Murphy, Michael.....	Brookton.....	.....	Sept.	1876	8 yrs.	6 mos.	Spinal-meningitis at 5 years; lost speech
Nichols, J. Daniel.....	Lynn.....	Public school before he became deaf.	Sept.	1873	11 yrs.	1 mo.	Cerebro-spinal-meningitis at 11 years
Nichols, Willie A.....	Buckland.....	.....	Sept.	1877	7 yrs.	4 mos.	Congenital
Nolen, Francis R.....	Salem.....	.....	Sept.	1877	8 yrs.	7 mos.	Congenital
Pearl, Annette.....	St. Johnsbury, Vt.....	.....	Sept.	1877	7 yrs.	2 mos.	Scarlet fever at 8 months
Perley, Lyman H.....	Ipswich.....	.....	Sept.	1869	7 yrs.	2 mos.	Scarlet fever between 1 and 2 years
Pomeroy, Adella E.....	Westfield.....	.....	March	1873	8 yrs.	2 mos.	Congenital
Poor, Charles F.....	Peabody.....	.....	Sept.	1876	9 yrs.	4 mos.	Scarlet fever at 4 years
Pratt, Herbert P.....	Fitchburg.....	.....	Sept.	1875	8 yrs.	2 mos.	Congenital
Putnam, Edward J.....	Rutland.....	.....	Sept.	1877	6 yrs.	9 mos.	Cerebro-spinal-meningitis at 18 months
Reynolds, Alma E.....	Fitchburg.....	.....	Sept.	1877	9 yrs.	1 mo.	Inflammation of the brain at 2 years
Richardson, Eugene H.....	Groton.....	.....	Nov.	1874	5 yrs.	6 mos.	Scarlet fever at 5 years
Roby, Fanny.....	East Boston.....	.....	Sept.	1870	7 yrs.	11 mos.	Severe cold at 15 months
Root, Edna M.....	Warren.....	.....	Oct.	1872	6 yrs.	2 mos.	Erysipelas in infancy
Russell, Emma M.....	Hallowell, Me.....	.....	Sept.	1870	7 yrs.	2 mos.	Measles at 1 year
Scovill, Edith C.....	Hudson, N. Y.....	.....	Sept.	1877	13 yrs.	3 mos.	Abscesses in the head between 6 and 7 yrs
Silva, Rudolph.....	New Bedford.....	Private School.....	Sept.	1871	7 yrs.	3 mos.	Sickness at 2 years
Sheahan, Thomas.....	Greenfield.....	.....	Sept.	1872	10 yrs.	2 mos.	Brain fever at 2 years
Shepherd, Edith F.....	Rochester, Ind.....	.....	Sept.	1873	6 yrs.	2 mos.	Cerebro-spinal-meningitis at 4½ years
Thompson, Nellie.....	Worcester.....	.....	Sept.	1877	7 yrs.	2 mos.	A fall at 2 years
Tucker, Nellie F.....	North Brookfield.....	.....	Sept.	1873	10 yrs.	10 mos.	Inflammation of the brain at 6 months
Underwood, Carlton J.....	Ayer.....	.....	April	1874	5 yrs.	6 mos.	Scarlet fever at 5 years
Upham, Alice A.....	Salem.....	.....	Sept.	1873	7 yrs.	2 mos.	Fall at 13 months
Ward, Harry K.....	West Haven, Conn.....	.....	Oct.	1867	7 yrs.	1 mo.	Congenital
Ward, Josephine.....	West Haven, Conn.....	.....	Jan.	1868	5 yrs.	1 mo.	Congenital
Weinhold, Albert E.....	Lawrence.....	.....	Dec.	1877	8 yrs.	1 mo.	Cerebro-meningitis at 2 years 6 months
Wise, Wilfrid A.....	Greenfield.....	.....	Sept.	1877	10 yrs.	2 mos.	Scarlet fever at 8 months
Woodard, William F.....	Marlboro.....	.....	Sept.	1876	8 yrs.	5 mos.	Cerebro-spinal-meningitis at 4 y; lost sp'h
Zimmer, George E.....	Lowell.....	.....	May,	1874	6 yrs.	2 mos.	Inflammation of the brain at 5 years

Total, 72.

Whole number of boys, 35.

Girls, 37.

ORDER OF THE DAY

AT THE CLARKE INSTITUTION.

Rise	6 A. M.
Breakfast	6 $\frac{1}{2}$ A. M.
Boys work in cabinet-shop	7 $\frac{1}{4}$ to 8 $\frac{1}{2}$ A. M.
Devotional Exercises	8 $\frac{3}{4}$ A. M.
School	9 to 12 A. M.
Dinner	12 $\frac{1}{4}$ P. M.
School	2 to 4 P. M.
Girls sew, larger boys work in cabinet-shop	4 $\frac{3}{4}$ to 5 $\frac{3}{4}$ P. M.
Supper	6 P. M.
Study-hour and Prayers	7 $\frac{1}{4}$ to 8 $\frac{3}{4}$ P. M.
Retire	8 $\frac{3}{4}$ P. M.

The younger children rise at 6 $\frac{1}{2}$ A. M., and retire at 7 P. M.

SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath-school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Selections from the Scriptures.

Hymn.

Prayer.

Sermon.

Extempore Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.

TERMS OF ADMISSION.

THIS Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners, and morals.

The charges are three hundred and fifty dollars a year; for tuition alone, eighty dollars; payable semi-annually, *in advance, the first week of each term.* No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September, with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

APPENDIX.

COMPOSITIONS OF THE GRADUATING CLASS.

(These were written without suggestion and stand uncorrected.)

BIRDS.

There are a great many kinds of birds in the world, and nearly a thousand kinds are found in America.

Birds do not chew their food but swallow it. When it is received in the sacks where it is moistened, it is sent to the gizzard where it is digested. The gizzard contains glass, stones and hard substances by which the food is grounded to soften it.

Birds are divided into several large groups as birds of prey, swimmers, runners, waders, and perchers.

The females are generally larger than the males but the males sing sweetly and the colors of their plumes are brighter than the females.

Birds lay eggs and sit on them to hatch them. Most of them build the nests on the trees. The nests, the insides of which, are made of straw, dry-grass, sticks, &c, are lined with soft cotton, rag, hair, to keep the eggs and young warm. When the eggs are hatched, the young are fed by their parents.

The birds are very large and fierce and have sharp claws fitted for holding and carrying the animals and other birds and sharp hooked bills fitted for tearing the flesh. These birds are called Birds of Prey. The vulture, condor, eagle &c are of this sort.

Some of them do not build the nests but lay eggs on the high rocks.

The vultures are very large and fly very high over the mountains. They feed upon the dead animals. When they are hungry and do not find the dead animals, they often attack the living animals and eat them up. They do not build the nests but they lay eggs on the bare rocks.

An eagle is the king of all the birds. The eagles are very powerful and feed upon the animals and fish.

They attack the animals and carry them off by their powerful claws to eat them. They live near the rivers and ponds and build the nests of strong sticks on high rocks and lay the eggs.

Hawks are much smaller than eagles and are very troublesome. They steal the chickens and small animals from the yards and woods and eat them.

There are about forty kinds of owls. They live in holes in the trees and sometimes in barns and caves. They feed upon mice, hares and some other animals and other birds. They hunt them in night and stay sleeping all the daytime.

Other birds are fitted for climbing and running down and up the trunks of trees. They have two toes on each feet turned forward and two turned backward and have long sharp bills fitted for picking the insects out of the inside of barks. They make the holes, with their bills, in the trunks for nests. These birds are called climbers. Woodpeckers and a few kinds of birds are of this sort.

Birds have long legs and cannot fly high in the air. Ostrich and a few kinds of birds are called the runners. Ostriches can run sixty miles in an hour. They lay eggs on the ground.

Birds live on the ground and can fly not far from the ground. They scratched the leaves and in the ground or dirt to find the insects to eat them. They build the nests in the grass and lay many eggs. Quails, hens &c are the scratchers.

Robins and some other birds are the perchers because they perch on the branches of trees and stumps. They make the nests on the trees. Some of them are very useful to the farmers because they destroy the insects in the fields. The breast of a robin is red and the rest is black and brown.

Cuckoo is the pretty bird and has hooked bill. It feeds upon the eggs which it steals from the other birds' nests.

Hunming-birds are the smallest of all the birds and build the smallest nests of cotton, mosses, &c on the trees not far from the ground. They have beautiful colored feathers. They fly among the flowers, suckling the honey from them.

The birds, who sew the leaves together, for the nests, with their own bills, are called the tailor-birds. The insides of these nests are lined with cotton, to keep the eggs and young warm.

The other birds called golden-robins build very beautiful hanging nests like the pockets of the dress.

Birds have long slender legs fitted for wading in the mud and water and long necks and bills fitted for picking up the food from the ground. They feed upon fish and insects and small reptiles. These birds are called waders. Herons and some kinds of birds wade in the water and mud, looking for the reptiles.

Birds are fitted for swimming on the seas, and have webbed feet and flat bills.

Ducks, geese, swans are called the swimmers.

ALFRED R. KIRWIN.

July 9, 1878.

HOUSES.

A house is a place for the people to live in, and a protection from the elements.

When the house is to be built the architects draw the plan first and then the carpenters commence to build it.

The earth is plowed, dug, and carried away and when it is dug deep enough to make a cellar, the men lay the foundation walls of rough stones put together with mortar, and then lay bricks one after another till they build a whole house.

The house has several stories containing rooms and halls. The top of the building is covered with a roof made of tin, slate, wood or shingles. When it is all done the ceilings and walls will be plastered.

Some houses are made of brick, wood, marble, and stone.

Last year when two portions of the boys' and girls' houses were built I often watched how they were built. Some men worked fast and others slow.

The people in the northern part of Greenland do not live in houses like ours, for they cannot find logs with which to make them. They make huts of snow. It will take two men to build one hut, one man at one side and one at the other. When it is done it looks like a wash-bowl turned over. They have no windows but only one door at the side at which they creep in and out.

In the southern part the inhabitants live in huts made of logs which they found in the ocean floating from some other countries. It is too cold for them to live in tents.

Some people in Asia live in huts made of mud and sticks, and some live in houses partly built of stone and mud, and others in tolerable houses.

The houses in Africa are small mud huts made of leaves or branches of the trees.

Long ago the houses were huts made of logs. They had only one room. The leaves or the branches of the trees were put on the tops to exclude rain.

The Indians live in tents and sometimes in huts made of logs. A tent is very large and holds many people. It is made of skins of buffaloes, and other animals stretched on long poles coming to the point at the top. The skins are stitched together to make them large. The Indians sometimes paint pictures of animals and birds on them to make them look pretty.

The poor people in India do not have good houses. They are huts made of bamboo with straw matting inside and then plastered with mud. The better class of people live in nice houses built of brick. They are built around a court.

There are thousands of houses on earth. Some houses are built on the mountains and valleys, along the hillsides, in the woods, and near the rivers. Some houses are handsome country houses, some are large and fine, and some are old fashioned.

MARY S. BURTON.

July 9, 1878.

FLOWERS.

As soon as the snow is melted away, the violets are found among the grass, they are so small that the people have to look after them sharply. There are three kinds of violets, White, Blue, and Heart's ease Violets. They are very sweet at first but after a while they have no smell. They are favorites to the little children who love them better than any other spring flower except the Trailing Arbutus.

The Trailing Arbutus are the earliest flowers in spring and they are found in the woods. They grow between their two hard and rough leaves, and are of pink and white colors. They are very sweet, and they last only a little while.

There are several kinds of daisies—Wild, Field and Mountain daisies. They are very handsome, but they have no odor. The Mountain daisies grow on the mountains. In the evening they shut themselves together into something that look like green buds, that have never opened, but in the morning they open themselves.

There are several kinds of asters. The wild asters are quite common in the fields, and they are named after the stars from the latin word. Stars of Bethlehem are a kind of aster and they more resemble the stars than the wild asters.

Dandelions are quite common in the fields in the spring, and their color is bright yellow. In the evening they shut themselves together and open themselves in the morning like daisies. When the sun is very hot at noon, they shut themselves together to keep them from wilting. After a while they are changed into something white, which can be easily blown off.

In the woods there are many various kinds of wild flowers, such as Innocences, Anemones, Dog-tooth violets, Jacks in the Pulpit, Wild Mustards, Golden-rods, Honeysuckles, Azaleas, Clovers, Solomon's Seals, Shepherd's Purses, and so on.

Beside the wild flowers, there are many cultivated flowers, which are quite expensive. Most of them are taken care of by the people. They are Roses, Lilacs, Lilies of the Valley, Pansies, Forget-me-nots, Pinks, Geraniums, Peonies, Sweet Williams, Morning Glories, and so on. Roses grow on bushes, and are very hand-

some. They have different colors as white, red, pink and yellow. They are very fragrant.

Lilies of the Valley look like little white bells hanging down from the stems. They are very sweet.

Forget-me-nots are small blue flowers, and they are quite favorites to the ladies. They last longer than some of the other flowers. They come early in spring and stay till late in the fall. Peonies are very large and handsome. They are of white, pink and red. The white ones smell sweeter than any other.

Morning Glories are very common every where, and they grow faster than some of the other flowers. They climb around the trees and pillars, and they have new blossoms every morning. When the new buds are opened in the morning, they look very bright, but at noon they grow dull and bend down and then fall to the ground. Their colors are purple and pink.

Cactuses are kept in boxes in our gardens in the summer, and are also kept in very warm rooms in the winter. In the warm parts of Utah they grow without any cultivation, they are very much larger and taller than those we have here, because it is their native country. They can grow where the trees and grass are dried up. They are covered with branching, juicy stalks instead of thick leaves as those we have here, and are dotted all over with hair. They have bright crimson and purple flowers, which are very large and handsome.

There are some flowers that open only in nights. The Night-blooming cereuses are those flowers. They open very late in the evening and stay only a few hours and then wilt and die. They never open in the daylight. Their blossoms are pure white, and are very fragrant. The Pond-lilies close their white leaves up in the night while they lie upon their watery beds, but they unfold them again in the morning.

BERTHA HOWES.

July 9, 1878.

FOOD.

Neither men, animals, or plants can live without food. Food is what nourishes us; and, next to air, is what gives us life. The blood, bones, and flesh, of our bodies, are made from the food that we eat. After we have swallowed our food, it is changed into blood; and the blood into bones, flesh, and so on.

The food of plants, is water from the ground. It is sucked up by the roots of the plant, when it goes up the plant, it is changed into sap, and then to wood, leaves, blossoms, and fruit. Plants also take in moisture from the air with their leaves. There are some plants which live entirely upon water; as, the pond lilies.

The food of animals is vegetation, or the flesh of other animals. Some animals live entirely upon vegetation, and others upon flesh.

The food of man consists of fruits, vegetables, and the flesh of animals. Wherever men or animals live, God provides food for their wants; and gives them the power to know what kind is best for them. Men of one climate, do not eat the same kind of food, as those in another. In the far north, the people live principally upon fat, which they obtain from the animals that they kill. In temperate climates, they live upon meat, vegetables and fruit. In tropical countries, their food is principally rice and fruit.

The most wonderful food, we know about, is the manna, which God gave the children of Israel, in the wilderness.

Men obtain the flesh of animals by hunting, fishing, or by killing those that they raise. Some kinds of food contain more nourishment than others. Unwholesome food is not good for us to eat, for it injures our health; and all plants are not good for food, for some are poisonous, and people are careful that they do not eat them.

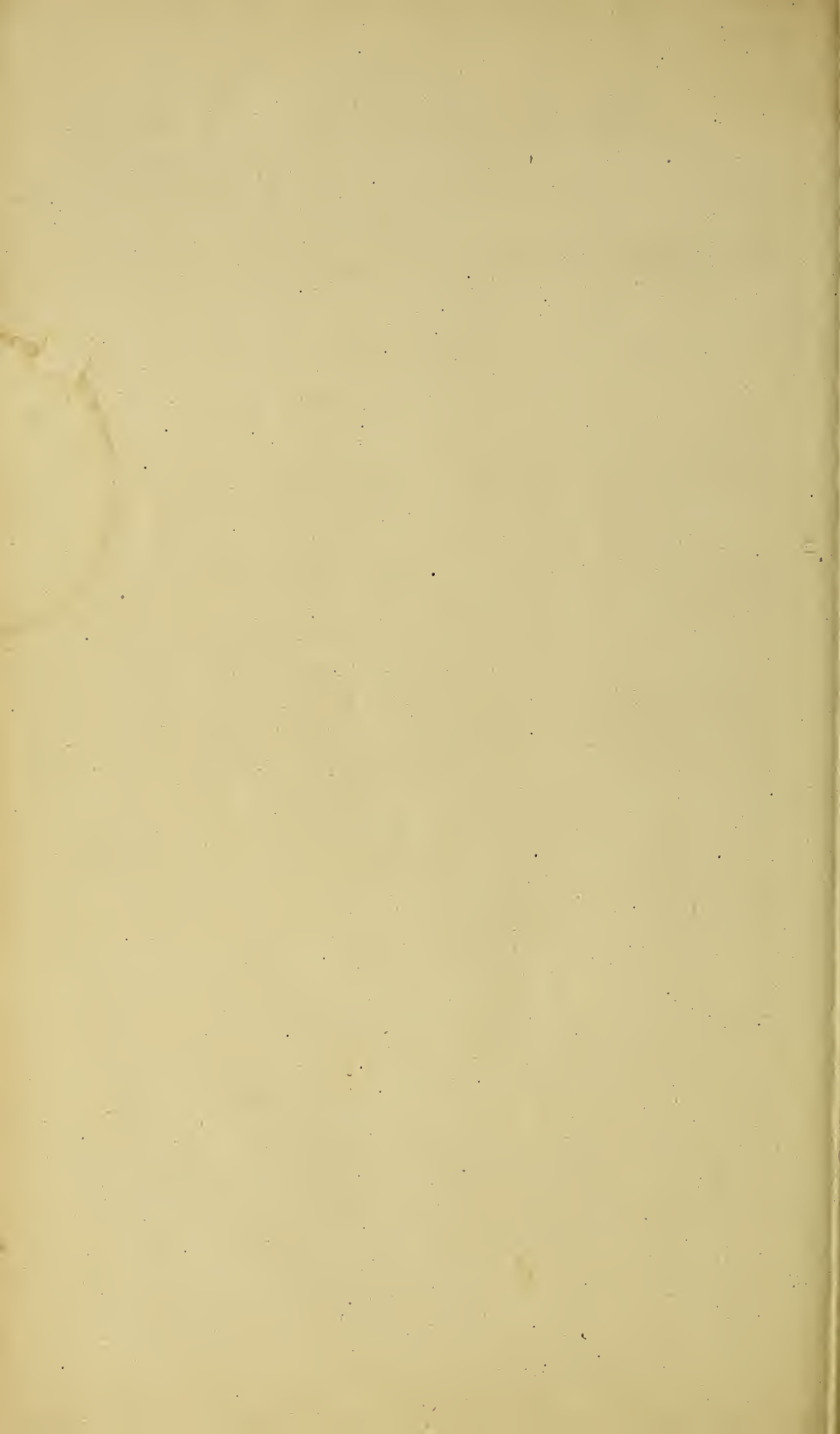
Milk contains more nourishment than any other food. Beef and mutton are very strengthening, and are better than other meats. Fish and oatmeal contain much phosphorus, and are good food for the brain. Oysters are said to be good food, during only those months, of the year, whose names are spelt with an "r." When a person is tired, a cup of tea, or coffee, is the most refreshing drink he can have. Sometimes, coffee will cause a rush of blood to the head. Ice-cream is very nice, but it is not good for our

health to eat much of it. In summer, fruit and berries are very cool and refreshing.

In some countries, the natives eat what people in other countries, would not consider nice for food. In China, the flesh of the dog or cat is considered a very dainty dish, and is very costly, so that only the wealthy people can afford it; while the poor people live upon rats and mice. The Chinese also eat the nest of a bird, which builds in the caves along the sea-shore. The nest is made from a kind of sea-weed, which the bird chews and then uses it for the nest. It is very dangerous work to gather the nests. In South America, there is a tree, called the Cow Tree. When it is wounded, sap will flow out, which looks and tastes like milk, and this tree supplies the natives with all the milk they need.

FLORENCE D. CHAPMAN.

July 9, 1878.



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W. B. Watson Esq

TWELFTH

Dup

ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes

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AT

JUN 19 1876

NORTHAMPTON, MASS.,

UNIVERSITY OF ILLINOIS

FOR THE

Year Ending September 1, 1879.



NORTHAMPTON, MASS. :
STEAM PRESS OF GAZETTE PRINTING COMPANY.
1879.

TWELFTH
ANNUAL REPORT

OF THE

Clarke Institution for Deaf Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1879.



NORTHAMPTON, MASS. :
STEAM PRESS OF GAZETTE PRINTING COMPANY.
1879.

(Chap. 300).

AN ACT RELATING TO DEAF MUTES.

Be it enacted, &c., as follows:

SECTION 1. No beneficiary of this Commonwealth in any institution or school for the education of deaf mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This act shall take effect upon its passage. [*Approved May 17, 1871*].

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CLARKE INSTITUTION FOR DEAF MUTES, AT NORTHAMPTON.

MEMBERS OF THE CORPORATION,

F. B. SANBORN, Concord, *President*.
THOMAS TALBOT, Billerica, *Vice-President*.
JULIUS H. SEELYE, Amherst, *Vice-President*.
SAMUEL A. FISK, M. D., Northampton, *Clerk*.
GARDINER G. HUBBARD, Boston.
WILLIAM ALLEN, Northampton.
LEWIS J. DUDLEY, Northampton.
HORATIO G. KNIGHT, Easthampton.
CHARLES DELANO, Northampton, *Auditor*.
HENRY WATSON, Northampton.
EDWARD HITCHCOCK, M. D., Amherst.

TREASURER,

LAFAYETTE MALTBY, Northampton.

COMMITTEES OF THE CORPORATION.

School Committee,

LEWIS J. DUDLEY, *Chairman*,
HENRY WATSON,

EDWARD HITCHCOCK,
JULIUS H. SEELYE,

THOMAS TALBOT.

Finance Committee,

H. G. KNIGHT, *Chairman*,

HENRY WATSON,

WILLIAM ALLEN.

PRINCIPAL,

HARRIET B. ROGERS.

INSTRUCTORS,

CAROLINE A. YALE, *Associate Principal*.

ALICE E. WORCESTER, *Special Teacher of Articulation*.

ALICE M. FIELD, *Special Teacher of Drawing*.

RUTH WITTER.

MARTHA F. METCALF.

KATHERINE FLETCHER.

SARAH P. NEWTON,

IDELLA M. SWIFT.

ISABELLA NEWTON.

STEWARD,

HENRY J. BARDWELL.

MATRON,

HARRIET O. YALE.

ASSISTANT MATRONS,

SOPHIA F. WOOD.

A. J. WHITREDGE.

ATTENDANTS,

MARY N. REED.

MARIA WATSON.

E. A. STEELE.

CAROLINE P. WEST.

MASTER OF CABINET SHOP,

GEORGE N. LUCIA.

FARMER,

REUBEN ROBINSON.

ENGINEER,

MARTIN LUCEY.

OFFICERS OF THE CLARKE INSTITUTION,

From its Organization to the Present Time,

JULY 15, 1867—OCTOBER 8, 1879.

PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	

CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

CORPORATORS BY ELECTION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	SAMUEL A. FISK,	1873	
*JONATHAN H. BUTLER,	1868	1868	HENRY WATSON,	1875	
FRANK B. SANBORN,	1868		CHARLES DELANO,	1877	
J. HUNTINGTON LYMAN,	1870	1877	EDWARD HITCHCOCK,	1877	

TREASURERS.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

PRINCIPAL.

	<i>Elected.</i>
HARRIET B. ROGERS,	1867

ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1873
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STEWARD.

HENRY J. BARDWELL,	1870
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* Deceased.

Report of the Corporation.

To the Board of Education :

GENTLEMEN : The Corporation of the Clarke Institution, in addressing to you their Annual Report, desire to call your attention, as representatives of the State of Massachusetts, to the work done in this School, partly at the expense of the State, but more and more at the cost of that endowment which the late John Clarke, of Northampton, so munificently provided. In other schools for deaf children, or blind children, States have undertaken, or have been solicited, to expend large sums for buildings and the material appliances for such an institution. But in our School the whole cost of land and buildings has been defrayed from our own resources, without asking the State for a dollar ; nor have we exacted for the tuition of State pupils the whole amount which it has cost to educate them according to our painstaking and practical method. During the present year we have reduced the sum chargeable to the State for its pupils to \$200 a year, which pays but about two-thirds of what we yearly expend in training these pupils. At some future time we hope to reduce this annual cost still lower, without diminishing in the least the amount or impairing the quality of the instruction given.

How valuable this instruction has been to those pupils who have left the Clarke School, either by graduation or before completing their course, will appear in part, from the letters quoted and the statements made in the report of Miss Rogers concerning the experience of pupils after leaving school. It will be seen, for example, that not only those who were regarded here as proficient pupils, but several others, have made their way in the world by virtue of what they learned at the Clarke Institution. It is often thought and sometimes said that our mode of instruc-

tion is a costly luxury—well enough for the rich and the intelligent, but not so well adapted to the poor or dull children. We find, on the contrary, that, just as it is the poor who need it most, so they profit most by it. Being restored to society in some degree by the power of speech and lip-reading acquired here, pupils of this class are more ready to support themselves by diligent labor than those who can only use the sign language ; while to those who have gone on well in their studies, a wider range of occupations is opened than the deaf-mute taught by signs can enter upon. This, at all events, is our belief, and the facts stated by the Principal seem to confirm it.

It is gratifying to record this evidence that the Clarke Institution is doing for its pupils all that it undertook to do, when beginning its work with the small class of deaf children whom Miss Rogers had been instructing at Chelmsford, before the School at Northampton was opened, twelve years ago. That our School has been so well sustained is due in great part to the personal attention given to its work by our Principal and those who have aided her in the instruction and management. The Clarke Institution has been fortunate in its endowment, in the management of its resources ; in the selection of its working force of Teachers, Matrons and Attendants ; and in the skill, punctuality and fidelity of its Steward. By the concurrence of so many favoring circumstances, under the blessing of God, we have been able to establish firmly what was for some years a doubtful experiment. The progress made in other States and in foreign countries, toward a better instruction of the deaf is also gratifying, and to this our own success has perhaps in some degree contributed. Mention may specially be made of the new English schools, in which our friend, Mr. St. John Ackers, is interested, and of schools in Scotland, where articulation is coming into more general use.

During the past year we have had 55 pupils, (30 boys and 25 girls) in the Primary department at Baker Hall ; while 22 pupils (9 boys and 13 girls) have been taught in the Grammar School Department in Clarke Hall. At the present time, October 8, 1879,) the number in the Primary Department, entered for the school year 1879-80, is 58, of whom 32 are boys and 26 are girls ; while in the Grammar School Department there are 22 pupils, (9 boys and 13 girls) ; and in both Departments 80 pupils, (41

boys and 39 girls). These numbers indicate, what will probably be found to hold good hereafter, that the Primary Department contains two-thirds of all the pupils who come under instruction in the Clarke Institution. As these pupils advance from the lower classes to the higher, their number decreases, and in the graduating classes of successive years, for a considerable time to come, it is probable that the number of pupils will be small.

The average number of pupils in both departments was 74, or six greater than in 1877; yet the current expenses of the School, with its two departments in actual operation, and a larger average number of pupils, were \$1802 less than the year preceding. In the school year already begun, the average number of pupils will probably be more than 80, but the current expenses are not estimated at more than \$24,000, or \$300 for each pupil. Two years ago we estimated the annual cost of a school containing 100 pupils, in two departments, as about \$31,000, which is not likely to be reached.

The annual report of the Principal, herewith submitted, will show what classes have been taught and what progress has been made in the two departments of the Clarke School. It also gives much interesting information concerning the graduates of past years who have kept up a correspondence with their former instructors. Portions of this correspondence show that articulation, as taught by our methods, is not only very useful in imparting instruction, but practically available in carrying on the business of life after the pupils have left school and entered upon their duties at home or in some outside employment. The number of former pupils (who are all thus making daily use of articulation and lip-reading in their communication with those about them,) is not yet very large, but it is sufficient to indicate what may be expected in the future,—for our pupils hereafter will be at least as well prepared in this way as they have hitherto been.

For two years past, the exercises of the School during the Spring term have been seriously interrupted by epidemics introduced by some of our pupils returning from their winter vacation. In 1878 the disease was the measles, and many of the pupils were infected; in 1879 it was scarlet fever, but, fortunately, only few pupils took it, in consequence of our improved hospital facilities for isolation and treatment. This repeated experience

has induced us to give up the winter vacation, (in which pupils are more likely to be exposed to such diseases,) and to retain the pupils from September till the end of June, which will be done the coming year ; thus lengthening the summer vacation just as much as is taken from the winter vacation. The prevalence of epidemic diseases, when once introduced, is one of the many arguments against large schools for deaf children. Compared with many such schools, ours will still be small in number, for we shall not receive pupils in excess of 120, and perhaps not beyond 100. The latter number will perhaps be reached in 1881. Our present number enables us to reduce the price of tuition for all classes, viz., to \$300 for private pupils who board in the Institution : \$66 for day pupils ; and \$200 for State pupils. This reduction was made in July last, upon the representation of our Treasurer, Mr. Maltby, that so much could be done at present without preventing the payment of our debt.

The funds and general finances, and the whole affairs of the Institution, both as a corporation and a school, are in a satisfactory condition, and the outlook for the future is good. As the statement of the Treasurer will show, the receipts from the fund during the year just closed were \$16,629.80 ; from the State of Massachusetts, \$15,462.50 ; from other States and from individuals, \$3,600. The school expenses, strictly speaking, have been about \$23,700 ; the construction and furnishing expenses about \$525, and the other expenses about \$13,400. The net debt of the Institution now stands at \$26,596.47 ; the personal property, including the fund, may be valued at \$275,000, and the real estate at upwards of \$100,000. There is therefore a net value of the real and personal property of not less than \$350,000 ; or about \$50,000 more than was originally received from Mr. Clarke.

The funds of the Corporation have been increased in the past year by the receipt of a legacy of \$1000 from the estate of the late Whiting Street ; also by a gift from Mrs. Lippitt, of Providence, R. I., of \$500, to constitute the "Jeanie Lippitt Fund," for bestowing prizes in articulation and penmanship. Miss Lippitt is the young lady whose successful training in articulation was so convincing a proof to the Massachusetts Legislature, in 1867, of the feasibility of Miss Rogers' method of instruction ; and the gift now comes to remind our pupils, with renewed emphasis, how much they owe to those sincere friends, who foresaw

the benefits of articulation, when the American public had little knowledge or faith concerning it. Among these should be mentioned Mrs. Lippitt and her family, Mr. Gardiner G. Hubbard, the late Dr. Howe, and, in their own quiet and modest way, the family of Mr. Jonathan Whipple, of Ledyard, Connecticut. Mr. Whipple the elder may be called the first successful American instructor by the method of articulation—one of his sons being his first pupil, more than fifty years ago. His grandson, Mr. Z. C. Whipple, under the encouragement of his grandfather and uncle, some years ago established a small “Home School,” for deaf children, at the Whipple Farm in Ledyard, and afterwards transferred it to a neighboring village, (Mystic River,) where, until his death in September last, he continued to teach the dumb to speak, by his own quaint methods. Mr. Jonathan Whipple had died several years before,—but not until he had seen and rejoiced in the assured success of articulation schools in his native country. It is proper that those who are stewards of a trust confided to them by munificent donors, should recognize the services of humble enthusiasts, who of their own motion, and by their unaided perseverance, opened the way which has since become a beaten track. We would therefore give expression to our regret at the untimely death of Mr. Z. C. Whipple, and our hope that his school may continue in spite of the loss it has thus sustained.

The income of the Lippitt Fund, by direction of the donor, will be for the present thus divided, in small prizes : Two prizes, which may hereafter be increased, will be given, each year, to the pupils who make the best progress in articulation ; and two smaller prizes to the pupils who make most progress in penmanship and written language. Any excess of income beyond \$24 will go^d to increase the fund. The donor adds : “I am very decided that the larger prizes should encourage articulation ; but at the same time, would like that the little ones who cannot excel in that method of communication, shall be encouraged to learn the very next best,—which is writing, rather than the signs.” The thanks of the Corporation have been given to the donor for this fund, and for the thoughtfulness which assigned its uses.

The Whiting Street legacy has been temporarily applied for diminishing our debt, but the same amount will be permanently invested as a special fund to meet certain wants of the School.

We would return our thanks to Dr. Knowlton for professional services, to the Connecticut River, Boston and Albany, and New Haven and Northampton railroads, for carrying members of the Institution at reduced fares. Also to the publishers of the "Hampshire Gazette," "The Deaf-Mute Journal," "The Deaf-Mute Chronicle," "Kentucky Deaf-Mute," "The Index," "The Goodson Gazette," "The Mute Journal of Nebraska," "Our Record," "Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," "The Educator," "The Deaf-Mute Advance," "The Deaf-Mute Press," "Deaf-Mute Record," and "The European Mail," for the gratuitous contribution of their papers to our Institution the past year.

Our library has been increased by the purchase of several rare and valuable books concerning the early education of the deaf; among which may be named the great historical treatise of De Gerando, the original edition and the Maitland Club reprint of George Dalgarno's "Didascalocophos," and the works of Amman and Dr. Wallis. It is much to be desired that a new history of deaf-mute education should be written in English, bringing down the work of DeGerando fifty years later, and doing full justice to the teachers of articulation in Europe and, of late years, in America. Such a work would now include the remarkable story of Laura Bridgman's education, concerning which new information has been given in the past year, by the publication of her Life, by Mrs. Lamson, and of the contribution made by Prof. G. S. Hall to the English periodical, "Mind." Indeed, so much has been done in America since DeGerando wrote, that deaf-mute instruction may now be considered almost as an American art,—at least in its wide popular extension. Hence the propriety of an American history of its earlier and its more recent development.

We would again call attention to the Report of the Principal, to the financial statement, the courses of study, and the terms of admission.

For the Corporation,

F. B. SANBORN, President.

NORTHAMPTON, Oct. 8, 1879.

FINANCIAL STATEMENT

OF THE

CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1879.

RECEIPTS.

Cash on hand Sept. 1, 1878,	\$ 1,959.85
From the Fund,	16,629.80
“ “ State of Massachusetts,	15,462.50
“ other States and Pupils,	3,600.00
“ Cabinet Shop,	58.34
“ the Farm,	300.00
	<hr/> \$38,010.49

SPECIAL.

Whiting Street Legacy,	\$1,000.00
Lippitt Fund,	500.00
	<hr/> 1,500.00
	<hr/> \$39,510.49

EXPENDITURES.

CURRENT.

For Salaries and Wages,	\$12,204.17
“ Groceries and Provisions,	4,635.86
“ Furnishing,	215.68
“ Fuel and Lights,	3,340.79
“ Repairs,	789.44
“ Cabinet Shop,	917.93
“ Farm and Stable,	564.05
“ Incidentals,	1,024.84
	<hr/> \$23,692.76

SPECIAL.

For Insurance,	\$ 188.25
“ Hospital Construction,	476.57
“ New Furnishing,	48.06
“ Interest on Debt,	2,172.11
“ Payment on Debt,	11,233.16
“ Investment of Lippitt Fund,	500.00
	<hr/> \$14,618.15
	<hr/> \$38,310.91

Cash on Hand September 1, 1879,	\$1,199.58
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Debt, September 1, 1878,	\$39,029.21
Payment on Debt in 1878-79,	\$11,233.16
Cash on Hand Sept. 1, 1879,	1,199.58
	<hr/> \$12,432.74

Net Debt Sept. 1, 1879,	\$26,596.47
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REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution :

GENTLEMEN : The Report herewith submitted is for the year ending September 1, 1879.

During the year there were in school seventy-seven different pupils from five to nineteen years of age. The average number for the year was seventy-four. Of the whole number, sixty-four were from Massachusetts, three each from Vermont and New York, two each from Connecticut and Illinois, and one each from Maine, New Hampshire and New Jersey. Of this number eleven were semi-mutes, only five of whom could read on entering school. Four others were semi-deaf, who spoke some words, but whose hearing was not sufficient to give them the use of connected language.

At the opening of school in September, there entered nineteen new pupils from five to nine years of age, virtually congenital mutes, except one, who, becoming partially deaf in her third year, retained speech and had learned to read a little.

The division of our Institution into two departments, Primary and Higher, in the fall of 1877, proves to be a very satisfactory arrangement. The schools and families of the departments are distinct, but are under the same general supervision.

PRIMARY SCHOOL.

Fifty-five pupils, from five to seventeen years of age, were members of this school. They formed six classes taught by six teachers, one of whom was the special teacher of articulation, and the other the special teacher of drawing for both schools. All the new pupils entered this school. Each class devoted from an hour to an hour and a half to articulation.

Eighteen new pupils, from five to nine years of age, Margaret Beatty, Dora and Alice Berry, Annie Condon, Hettie Deyoe, Sarah Gilboy, Dannie Gould, Jeremiah Hallissy, Belle Harty, Hugh McKeag, Charles Morris, Lillian Mowry, Willie Potter, David Quinn, William Smith, Mark Ward, Thomas Westropp, Elmer Wood, with ten former pupils, Julia Lincoln, Eliza Litchfield, Mary Martin, Alma Reynolds, Frank Eschemback, William Mealey, Willie Nichols, Edward Putnam, Rufino Silva and William Woodard formed classes D, E and F.

Classes D and E wrote from actions, answered questions on objects and pictures, obeyed commands and began lessons in numbers.

Class F, composed of six little ones of less mental development than the others, had similar exercises, but made much less progress. These three classes had the Kindergarten exercises of laying sticks and rings, of weaving and drawing.

CLASS C.

This class, numbering ten, consisted of Mary Ames, Fannie Cornwell, Annette Pearl, Nellie Thompson, George Chaffee, Edward Gilligan, Frank Nolen, Herbert Pratt, Albert Weinhold and Wilfrid Wise.

They used Keep's First Lessons, answered questions on objects, wrote descriptions of pictures, letters and journals, and learned to mark simple sentences with grammatical symbols. They combined numbers to seventy-five, learned the 2's and 3's of the multiplication table, and performed mental examples in addition and subtraction, using very simple language. During the last term of the year speech and lip-reading were used in their school exercises and in the family.

It perhaps should be here noted that at first instruction in language and in articulation are given separately. The first attempts of a deaf child to use his vocal organs are awkward and unnatural. Positions are exaggerated, sounds are defective, and the voice is often unpleasant. Before the child can articulate well, he must be able to give sounds accurately, and must master such combinations of sounds as occur constantly in the words he is soon to use. The use of his vocal organs must become a habit and cease to be wholly an effort, and he must gain conscious control of his voice. By careful and patient work upon

the elements of speech, all these things can be accomplished, and by this alone. The deaf child's first work, therefore, is very much like another child's first lessons on a piano—practice of scales and five-finger exercises. When he has gained a reasonable amount of knowledge and skill, he is ready to begin to talk. The length of time required for this preparatory work varies from a year and a half, as in the case of the class just mentioned, to two or even three years, according to the age, intelligence and ability of the child. Meanwhile, through writing, he is being taught simple language, so that when the power to speak is developed, he finds himself already in possession of something to say.

CLASS B.

This class, numbering seven, consisted of Nellie Hayward, Grace Lendall, Mary Moors, Henry Corless, Michael Murphy, George Zimmer, and Florence Richardson, who entered school this year.

They used Peet's Language Lessons, Felter's Primary Arithmetic, and Hutton's Deaf-Mute Question Book. They wrote descriptions of pictures, letters and journals, had object lessons, exercises in spelling and forming sentences, and used grammatical symbols with simple sentences.

CLASS A.

This class, ten in number, consisted of Margaret Benson, Mary Castle, Adella Pomeroy, Edna Root, Alice Upham, Herbert Bellows, Arthur DesRochers, Arthur Higley, Erwin Loomer, and Charles Poor, who was promoted from Class B.

They used Latham's Primary Reader, Felter's Primary Arithmetic, and Hutton's Deaf-Mute Question Book. They wrote letters and journals, had object lessons and stories, and exercises in spelling, sentences and grammatical symbols.

Classes A, B and C had free hand or object drawing.

Classes A and B were in existence before the division into two classes.

GRAMMAR AND HIGH SCHOOL.

Twenty-two pupils have been in attendance at this school. These because of their difference in attainments, formed three classes, taught by an equal number of teachers. Classes taught by our methods might average from ten to fifteen pupils.

THIRD CLASS.

This class, the lowest, numbering ten, was promoted from the Primary School at the opening of the year. It consisted of Edith Houghton, Etta Lincoln, Annie Mullen, Edith Scovill, Edith Shepherd, George Lord, William McDonald, Thomas Sheahan, Carlton Underwood, and Eugene Richardson, promoted from the Primary School at the middle of the year.

They used Latham's Reader, Felter's Arithmetic, Cornell's Primary Geography, Lilienthal's Things Taught, and Hutton's Deaf Mute Question Book. They had lessons in United States History, object lessons, exercises in spelling and forming sentences, and in writing letters and compositions. They had lessons, also, in object drawing.

SECOND CLASS.

This class of seven consisted of Anna Gates, Helena Merchant, Emma Russell, Nellie Tucker, John Kenney, Harry Ward, and Thomas Mitchell, promoted from the third class.

They used Felter's Arithmetic, Cornell's Primary Geography, Things Taught, Deaf Mute Question Book, and Hooker's Book of Nature as a reading book. They had exercises in spelling and forming sentences, in giving oral descriptions of pictures, and in writing letters and compositions. They had lessons in object drawing.

FIRST CLASS.

This class consisted of Lizzie Campbell, Kittie Minor, Fanny Roby, Josephine Ward, and Frank Hitchcock.

They used Felter's Arithmetic, and Kerl's Elementary Grammar. They studied History of the United States, and Universal History, had object lessons, and lessons concerning Eminent Men, and had exercises in writing letters and compositions. In drawing, they practised designing, object drawing, and drawing from casts. This class will next year complete the Common Course of Study.

No pupils pursued the High Course during the past year.

All the pupils of the school devoted an hour daily to special work in articulation and voice culture. Throughout both schools Visible Speech was used in this work. The friend* who last year gave a prize for articulation, this year offered one prize of fifteen dollars, and another of ten, to the pupils who should make the

*Mrs. Lippitt.

most improvement in articulation during the year. The first prize was awarded to Edith Shepherd of the third class, and the second to Thomas Mitchell of the second class.

Knowing that you, gentlemen, remain interested in our former pupils, information concerning them, gathered from our Memorial Society letters, is here inserted.

REPORTS FROM GRADUATES AND OTHER PUPILS.

Of the graduates from the High Class of 1875, one has for the last two years done very satisfactory work in our Institution as special teacher of drawing, and as teacher of language for one of the new classes. Her method of communicating with the pupils is the same as that of any other teacher. Another of the class writes : " Though earnestly striving to find my little corner in the world, I do not succeed, so many people are, like myself, struggling for a foot-hold, and there does not seem to be room for us all. I am by no means idle, on the contrary was never busier than now, but still I have no settled position anywhere. My voice is just as it should be when I talk with my intimate friends, and just what it should not be when I enter into a conversation with others. I have been told repeatedly that I think too much about my voice." A third reports that her health has not allowed her to be steadily employed. She writes : " I am very glad to tell you that I think I am making improvement in my articulation. My lip-reading is about the same. I always read the lips of all friends, and it is very seldom that I ever meet any one whose lips I cannot read after I become slightly acquainted with them. Each day bring me fresh cause to be grateful for all that was done for me in the old home." The three above mentioned lost hearing when about ten years of age.

Another, who lost hearing at three years and two months, and retained but a few words, says : " I spent five months in Wisconsin. Since I returned I have lived very quietly at home, attending to the home duties, besides take care of sister some. People out west understood me more quickly than those here east, and I have often passed myself off for a hearing person. A gentleman and wife on the train from Rochester, N. Y., to Boston, did not know I was deprived of hearing till I told them after we left Worcester, and they could hardly believe my saying.

They thought I was a French lady all the time. This last winter I was acquainted with a young gentleman. I saw him frequently for three months, and we always conversed with ease. Before he left for the far West, I told him that I never heard one word he spoke to me. He looked astonished, and soon he proved I never did. I have seen and have been acquainted with deaf mutes. When I am with them, I always regret they never could have learned to talk as I did. I enjoy reading books and papers more than I did a year ago."

Another graduate of this class, who became deaf at nine years, four months, writes that he has served his time with a carriage maker, has saved a little money and has now a good position. He says he has very little trouble in understanding his friends, understands strangers quite well, and has so far overcome his bashfulness that he does not hesitate to speak to a stranger on the street if he needs any assistance.

The last of these six graduates became deaf at seven years of age. He is now beginning his third year at Stevens Institute.

One, who on account of ill health could not graduate with this class, became deaf at six years and eight months. He writes: "During the past year I have been engaged in the printing business most of the time—for a few weeks in the fall as foreman in an office connected with a publishing house. I brought out my first book last fall, and have met with fair success in working off the edition. I have nothing to add to what I wrote last year respecting my speech and lip-reading, save that my condition would be a thousand times worse were I deprived of either."

Another, who was obliged to leave the class before graduation on account of his eyes, became deaf at five and a half years. He writes: "In the early part of the spring I answered three or four advertisements for Book-keepers, but in every instance failed, for I told them I was deaf but could talk, etc. I also applied in two Insurance offices with no better success. Now I know that I can keep books neatly and accurately, but as I have no one to assist me in getting a place, I shall have to give it up. I see by the newspapers that convicts from prisons are to be assisted in getting places, and it is right they should be, but when it comes to a person who is honest, only unfortunate, he may go begging for employment and remain idle more than a year as I

have done, and everybody seems to think it is right as far as I know." He has now found temporary employment through his knowledge of the use of tools learned in our shop. A congenital mute, who left school in 1875, writes: "I am in the same millinery business as last year. I have been there four years. All the people like the way I talk and read from the lips. Everybody say it is much better than by signs." Another congenital mute is working out at a dollar and a quarter a day wherever he can find work. He came to spend his twenty-first birthday here. His speech was understood by persons who had never met him before, and he read their lips well.

Another congenital mute, who left in 1875, is a gas fitter and locksmith. His mother says: "He has had one steady place for over three years. I can assure you he is a great comfort to me. He has improved wonderfully and talks with ease."

Another pupil, who became deaf at two years, is carrying on his mother's farm. She says: "We are much pleased with his improvement in speech and lip-reading. He has not had much time for study, and sometimes grows careless, but he has improved in his speech very much since coming from school. He reads from the lips of strangers quite readily."

Of two other pupils, one has been doing housework in a family, and the other embroidering stockings. The latter speaks of reading the lips easily, but the former does not mention the subject. We know, however, that speech and lip-reading are her means of communication with others. The five above mentioned left without completing the Common Course of Study.

Of the graduates of the High Class of 1877, one who became deaf at ten and a half years, writes: "I re-entered the Mass. Normal Art School, in February, and attended three days in the week. The remaining days I have taken lessons in cast drawing. I am now studying some books on water color painting and doing a little work in the same. I have joined a Sabbath School class here. My teacher is very kind. I can read her lips readily, and she seems so willing to talk with me that I enjoy her society very much. About my speech and lip-reading I hardly know what to say. My friends with whom I am most, do not think I have either lost or gained. My mother and sister are constantly watching my speech and correct any mistakes they think I make." Another, a congenital mute, who is learning steel engraving,

writes : "I think my lip-reading is improving all the time. I understand strangers quicker than I did when I left school. I sometimes understand people conversing together while sitting in front of me in the cars. Of my speech I am somewhat doubtful. Some strangers understand me the first time, some others can hardly understand me, but I have to keep repeating again and again. People that are accustomed to my talking think that I talk much plainer than when I left school. I understand my employer as well as ever. He talks faster than usual. I recalled all the poems that I could think of, which I studied at school. I picked out one which was a favorite of mine, the second verse of "The old year and the new."

"Ring out the old, ring in the new,
Ring, happy bells, across the snow ;
The year is going, let him go ;
Ring out the false, ring in the true."

That gave me an idea of the speech and lip-reading. It came to my mind as quick as a flash.

"Ring out the signs, ring in the speech,
Ring, happy gifts, across the land ;
The signs are going, let them go ;
We'll use the tongue and not the hand."

I formed all these lines but the last one. I showed that to my aunt who is an invalid. She said it was good, but the last line, which was too long. She gave it, as I thought her's better than mine."

The third member of the class, who was deaf at five years and retained speech, writes : "I am still pursuing my favorite occupation, wood engraving. With the exception of two evenings in each week, I have regularly attended the evening drawing class of the Art Museum since last October up to last May, when it closed for the season, since then I have been drawing at home. I think, so do nearly all my friends, that in both my speech and lip-reading I have gained rather than lost. At times, Sundays for instance, when I am not obliged to use my glass, or strain my eyes so hard over my work, I read lips much easier and more readily."

Of two, semi-deaf, who left before the class graduated, one is foreman in a printing office, and the other assisted his father in

his business and kept his Books until ill-health obliged him to leave. He died a few weeks since.

Of the four graduates from the Common Course in 1878, one, who became deaf at one year of age, writes: "I earned about thirty dollars by sawing and splitting wood, taking care of the horses while the men were gone up to the country, washing the carriages, etc., since I left school. Now I have a place to work in a cabinet shop." Another, a congenital mute, writes: "I think you want to know what I have been doing at home, and whether I have improved in my talking and lip-reading and in my language, or not, since I left school. Well, I have helped my mother do the housework. I like it pretty well. I spend most of my time in reading, writing and sewing. I sometimes draw. I took twenty drawing lessons last summer. I would have taken more but it hurt my eyes to draw. I am not sure I have improved in my talking and in my language, but mother thinks I have. Most of my friends understand me except the clerk in my uncle's store, whom I think is very stupid. I think my language is about the same as it was a year ago. I don't believe I have lost in my lip-reading at all." Another is at work in a silk factory and has gained in her speech and lip-reading. The last graduate of this class, who became deaf at four years, but lost speech, has returned to her home in England. She writes: "I am very happy to be at home, but I don't like to live in England. I am learning to be a dress-maker, and I like the trade pretty well. Everybody here understand every word I say if I speak loudly. I can understand my mother, sisters and brothers very well. The people who saw me when I was here before were astonished to see me. They knew that I was in America, but they never thought I would come home so soon. They were surprised to hear me speak, they never heard me talk before." Of two, who left the class before graduating, one has been working in a factory, and the other has assisted his father who has a laundry. Not having heard directly from these, their speech and lip-reading cannot be reported.

A semi-mute, who left in 1878, has been employed part of the time in a shoe shop, and the rest of the time in home duties. She writes that she has improved in lip-reading.

The information here given has been taken from all the Memorial Society letters received. None have been omitted.

It is very gratifying to find the pupils so generally employed. All have improved in their use of language, and from information gathered from all sources concerning their speech and lip-reading, there is encouragement for us and for all who pursue the oral method of instruction.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, September 25, 1879.

COURSES OF STUDY.

Primary Course.

Kindergarten Exercises.
Articulation.
Writing.
Language.
Arithmetic,—(the four elementary rules).
Geography.
Manual of Commerce.
Drawing.

Common or Grammar Course.

Articulation.
Language.
Arithmetic (mental and written) through interest.
Geography.
Manual of Commerce.
History of the United States.
Outline of General History.
Lessons on General Subjects.
Elements of Grammar.
 “ “ Physiology.
 “ “ Zöology.
 “ “ Botany.
 “ “ Natural Philosophy.
 “ “ Physical Geography.
Drawing, { Free Hand,
 { Object,
 { Designing.

In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

High Course.

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zöology.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (ancient and modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing, { Object,
 { Instrumental,
 { Crayoning or Water Colors.

Names, Residences, etc., of Pupils, for the Year Ending September 1, 1879.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARKE INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSE OF DEAFNESS.
Ames, Mary E.	Lynn.	Sept.	1877	7 yrs.	Cerebro-spinal-meningitis at 3 years.
Beatty, Margaret.	Jamaica Plain.	Sept.	1878	7 yrs.	Congenital.
Bellows, Herbert G.	Walpole, N. H.	Sept.	1875	10 yrs.	Meningitis at 18 months.
Benson, Margaret.	Boston.	Sept.	1872	9 yrs.	Scarlet fever at 2 years.
Berry, Alice M.	Cambridgeport.	Sept.	1878	7 yrs.	Congenital.
Berry, Dora F.	Cambridgeport.	Sept.	1878	5 yrs.	Congenital.
Campbell, Lizzie.	Amherst.	Sept.	1877	16 yrs.	Congenital; partially deaf, had speech.
Castle, Mary.	Newburyport.	Sept.	1875	10 yrs.	Congenital.
Chaffee, George O.	Granville Corners.	Sept.	1876	8 yrs.	Congenital.
Condon, Annie M.	Worcester.	Sept.	1878	6 yrs.	Cerebro-spinal-meningitis at 2½ years.
Corless, Henry P.	Northampton.	Sept.	1876	7 yrs.	Brain fever at 3 years; lost speech.
Cornwell, Fannie B.	Great Neck, L. I.	Sept.	1877	8 yrs.	Congenital.
DesRochers, Arthur C.	Brandon, Vt.	Sept.	1875	13 yrs.	Spotted fever at 2 yrs. 9 mos; lost speech
Deyoe, Hettie B.	Bacon Hill, N. Y.	Sept.	1878	8 yrs.	Brain fever at 1 year.
Eschemback, John F.	Brockton.	Sept.	1877	6 yrs.	Cerebro-spinal-meningitis at 2 yrs. 6 mos.
Gates, Anna.	Fitchburg.	Sept.	1872	8 yrs.	Scarlet fever at 4 years; lost speech.
Gillboy, Sarah.	Boston.	Sept.	1878	7 yrs.	Measles at 1 year, 9 months.
Gilligan, Edward O.	Somerville.	Sept.	1875	5 yrs.	Cerebro-spinal-meningitis at 3 y. lost sp'h
Gould, Annie W.	Argos, Ind.	Sept.	1878	9 yrs.	Cerebro-spinal-meningitis at 3 yrs. 2 mos.
Hallissy, Jeremiah.	Salem.	Sept.	1878	7 yrs.	A cold at 2 years.
Harty, Belle P.	East Gloucester.	Sept.	1878	6 yrs.	Congenital.
Hayward, Nellie M.	Bridgewater.	Sept.	1875	8 mos.	Congenital.
Higley, Arthur L.	Becket.	Sept.	1875	5 mos.	Measles at 1 year; partially deaf.
Hitchcock, Frank E.	Putney, Vt.	Sept.	1876	12 yrs.	Scarlet fever at 7 years.
Houghton, Edith M.	Worcester.	Sept.	1873	8 yrs.	Unknown; at about 2 years.
Kennedy, John S.	Woburn.	Sept.	1872	9 yrs.	Unknown; at about 4 years; lost speech.
Lendall, Grace N.	Essex.	Sept.	1874	5 yrs.	Congenital; partially deaf.
Lincoln, Ellen Etta.	Worcester.	Sept.	1875	8 mos.	Cerebro-spinal-meningitis at 4 years.
Lincoln, Julia E.	East Bridgewater.	Sept.	1877	6 yrs.	Brain fever at 18 months.
Litchfield, Eliza G.	Quincy.	Sept.	1877	7 yrs.	Unknown; at 2 years.
Loomer, Erwin G.	Somerville.	Sept.	1873	7 yrs.	Sickness at 10 months; partially deaf.
Lord, George.	Worcester.	Sept.	1871	6 yrs.	Unknown; at 3 years; lost speech.
Martin, Mary F.	North Adams.	Sept.	1877	8 yrs.	Congenital.
McDonald, Wm. H.	Gloucester.	Oct.	1873	8 yrs.	Scarlet fever at 3 years; lost speech.
McKeag, Hugh C.	New Brunswick N. J.	Sept.	1878	7 yrs.	Cerebro-spinal-meningitis at 1 year.
Mealey, William R.	Lowell.	Sept.	1877	6 yrs.	Cerebro-spinal-meningitis at 2 yrs. 6 mos.
Merchant, Helena.	Deerfield.	Dec.	1870	7 yrs.	Congenital; partially deaf.
Minor, Kittie E.	Northampton.	Sept.	1869	5 yrs.	Brain disease at 2 years.

ORDER OF THE DAY.

AT THE CLARKE INSTITUTION.

Rise,	6 A. M.
Breakfast,	6½ A. M.
Boys work in cabinet-shop,	7¼ to 8½ A. M.
Devotional Exercises,	8¾ A. M.
School,	9 to 12 A. M.
Dinner,	12¼ P. M.
School,	2 to 4 P. M.
Girls sew, larger boys work in cabinet-shop,	4¾ to 5¾ P. M.
Supper,	6 P. M.
Study-hour and prayers,	7¼ to 8¾ P. M.
Retire,	8¾ P. M.

The younger children rise at 6½ A. M., and retire at 7 P. M.

SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers, in the following manner :

Scriptural Invocation.

Selections from the Scriptures.

Hymn.

Prayer.

Sermon.

Extempore Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel, and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred dollars a year ; for tuition alone, sixty-six dollars ; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with postal cards. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.

UNIVERSITY OF ILLINOIS-URBANA



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